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ABSTRACT

This trainer manual is for use by facilitators conducting workshops on implementing sex equity in physical education programs. Workshops are provided for administrators, instructional personnel, physical activities personnel, and community group members. Outlines for each session give information on the activity agenda, the purpose of the activity, materials needed, and facilitator preparation required. Session outlines are presented for workshops on: (1) assessing Title IX implementation in physical education programs; (2) the law and its implications; (3) assessing physical activity program objectives; (4) developing a perspective for change; (5) images of sex-integrated programs; (6) alternatives for change: elementary school; (7) alternatives for change: secondary school; (8) action planning for sex equity; and (9) evaluation and summary. (JD)

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TRAINER MANUAL

PHYSICAL EDUCATION: IMPLEMENTING SEX EQUITY USING TITLE IX

Prepared by
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August, 1979

Adapted/Adopted
From the materials prepared for the
Council of Chief State School Officers'
Title IX Equity Workshops Project
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PREFACE

The Title IX/Sex Equity training model is designed to assist educational personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The training model was utilized and tested in twenty regional workshops by the Council of Chief State School Officers' (CCSSO) Title IX Equity Workshops Project. This project was funded under contract 300-76-0456 with the Women's Program Staff, U.S. Office of Education.

The training model is designed for all persons who have the opportunity to work with any persons interested in Title IX. Workshop sessions are provided for the following groups:

- Administrators, Title IX coordinators, and school board members
- Instructional personnel
- Counseling and pupil services personnel
- Physical activities personnel (physical education and athletics staff)
- Community group members

The session outlines and materials were originally developed by Martha Matthews and Shirley McCune. Martha Matthews' time was partially supported by funds provided by the Ford Foundation. Shirley McCune and Martha Matthews are co-editors of the training model.

Persons who have authored or contributed to other outlines and materials within the total package include: Linda Stebbins, Nancy Ames, and Illana Rhodes (Abt Associates, Cambridge, Mass.); Judy Cusick, Joyce Kaser, and Kent Boesdorfer (Resource Center on Sex Roles in Education, Washington, D.C.); Barb Landers (California State Department of Education, Sacramento, California); and Janice Birk (University of Maryland, College Park, Md.).

Adaptations in the training materials for Colorado school districts were made by Dr. Martha Fair, Sex-Equity Supervisor for the Colorado Department of Education, and Linda S. Doyle, Consultant. The art work and cover design were done by The Art Department, Inc. Annette Ryan typed and edited the manuals.

Title IX Sex Equity Staff
Equal Education Services Unit
Colorado Department of Education
August, 1979

SESSION SPECIFICATIONS

Achieving Sex Equity in Physical Education

Session Participants:

Physical educators, coaches, and related administrators of local education agencies

Session Objectives:

To increase participants' understandings of the Title IX regulation and its specific implications for the policies, practices, and programs provided in physical education

To increase participants' skills in identifying discriminatory or biased situations and to develop appropriate corrective and remedial actions for overcoming such discrimination and bias

To provide participants an opportunity for examining their behaviors reflecting their philosophies of physical education programs as they relate to sex equity

To provide participants with an overview of the change process as it may be applied to attaining sex equity in physical education programs

To provide participants with positive images of sex equity in physical education programs

To provide participants with methods of assessing physical education programs and the needs for change

To provide participants with multiple alternatives for modifying programs which can increase the quality of the program as well as the equity provided for students

To provide participants with an opportunity for developing the first steps of an action plan for use in their local situations

Time Required:

Five hours

(see p. xii, "How can the workshop activities and sequence be adapted to fit shorter periods of time?")

Facilitators Required:

Although the session may be conducted by a single person, it is preferable in most cases to share responsibilities among several persons (female and male) who possess both subject matter expertise and group process skills, and who represent racial-ethnic diversity.

Group Size:

Flexible

Facilities Required:

Meeting room to accommodate expected number of participants; moveable tables and chairs to facilitate small group work.

Equipment and Supplies Required:

Overhead projector and transparencies, chalkboard and chalk, or newsprint and marker, 16mm sound film projector, viewing screen, masking tape, pencils for each participant.

Materials Needed:

For participant use:

Assessing Title IX Implementation in Physical Education Programs (Participant Worksheet 1)

Basic Guidelines for Physical Education Title IX Compliance (Participant Information Sheet 2)

Physical Education Case Examples (Participant Worksheet 3)

Physical Activity Objectives for Female and Male Students (Participant Worksheet 4)

An Equal Chance Through Title IX (Participant Worksheet 5)

Physical Education Assessment Inventory What Is What Can Be (Participant Worksheet 6--Elementary)

Establishing Action Strategies and Priorities (Participant Worksheet 7--Elementary)

Physical Education Assessment Inventory What Is What Can Be (Participant Worksheet 8--Secondary)

Physical Education Program Options and Implications (Participant Worksheet 9--Secondary)

Basic Orientations to Physical Education Programming (Participant Worksheet 10--Secondary)

Scheduling of Classes and Facilities for Physical Education Programs (Participant Worksheet 11--Secondary)

Evaluation of Physical Education Students (Participant Worksheet 12--Secondary)

Developing a Model for Student Physical Education (Participant Worksheet 13--Secondary)

Establishing Action Strategies and Priorities (Participant Worksheet 14--Secondary)

My Action Plan (Participant Worksheet 15)

Suggestions for Action Steps (Participant Information Sheet 16)

Requirements of the Law: Title IX and Physical Education (Appendix A)

Sample Questions and Answers Related to Title IX: Implementation in Physical Education (Appendix B)

Suggested Answers to Physical Education Case Examples (Appendix C)

"An Equal Chance Through Title IX": An Analysis (Appendix D)

Workshop Evaluation Sheet

For facilitator use:

Charts on newsprint, acetate or chalkboard:

"Definitions of Sexist and Nonsexist Behaviors"

"Questions for Analyzing Case Examples"

"Physical Activity Objectives for Female and Male Students: Analysis Chart"

"The C's in Change"

"A Suggested Model for Change"

"Change--A Suggested Continuum"

"Systematic Steps for Program Change and Title IX Implementation"

"Model Program Development" (Charts 1-4)

x

"Developing A Model Student Physical Education Program" (Charts 1-5)

Film:

"An Equal Chance Through Title IX"

Facilitator Preparation Required:

Thoroughly review this outline, all participant materials, and any media materials to be used.

Prepare a Session Agenda which reflects any adaptations made to the session activities. Use the Session Agenda to help in the planning.

Review suggested lectures and adapt them to accommodate unique group needs of facilitator(s) style(s):

"Opening Comments"	10 minutes
"Title IX and Physical Education"	10 minutes
"Merging: Where Do We Begin?"	10 minutes
"Change and How to Make It Happen"	15 minutes
"Review of Systematic Steps for Program Change and Title IX Implementation"	15 minutes
"What Will Be"	5 minutes
"Systematic Steps for Program Change and Title IX Implementation"	10 minutes
"Characteristics of a Model Program"	3 minutes
"Individual Action Planning"	10 minutes

Prepare charts (on newsprint, acetate transparency, or chalkboard) as identified in "Materials Needed" listing of these Session Specifications.

Suggestions for Conduct of Workshops:

How can the workshop activities and sequence be adapted to fit shorter periods of time?

Although the session outline is designed for implementation in a five-hour period, it is recognized that it may be necessary to modify the session for implementation in a shorter period of time. When this is necessary, the facilitator(s) should review the objectives of each suggested activity carefully before making a decision about which activities would be most appropriate. If this modification is necessary, the facilitator(s) should consider the following:

A. Carefully review the sequence and the build-up activities provided in the session outline. Each session outline has been developed to include each of the following components:

   Needs assessment activity/exercise--Session outlines begin with an introductory activity which can involve the group in the session, allow individuals to express initial concerns and provide the facilitator with general information about the perceptions and experience of the group. This initial experience is a key method of judging the specific needs of the group and estimating the optimal placing of the session activities.

   Cognitive activities--Each session outline includes a lecture(s) to introduce new concepts and activities. These are designed to increase participants' understanding of particular problems related to sex equity and of the steps to be taken and the principles to be followed in achieving sex equity. The amount of information provided in a lecture can be reduced if the group has had previous exposure to the concepts being presented. Even with experienced groups, however, it is useful

to provide a summary of the key points included in the lecture to ensure that all members of the group have a common frame of reference for subsequent activities.

Experiential activities--These activities provide an opportunity for participants to apply the concepts presented in cognitive activities to situations in educational practice. The purpose of these activities is to help participants assess for themselves the implications of the information presented for day-to-day activities.

Skills practice activities--Each session outline includes a number of activities which are designed to give participants an opportunity to practice some of the skills which are necessary for the application of sex equity principles and to obtain immediate feedback regarding their efforts.

Action-planning activities--Each session outline encourages participants to begin to identify specific steps which they or their education agency can take to promote full implementation of Title IX and/or to attain sex equity in their activities. These action-planning steps are crucial to the application of the information provided in the workshop package. They should not be eliminated and, in fact, wherever possible, it would be desirable to expand the amount of time devoted to action planning. This is particularly relevant when participants work together in the same education agency.

In most cases, it is desirable to reduce the amount of time devoted to each of the various types of activities provided rather than to omit any of the major components of the session outline.

B. Provide participants with reading materials prior to the workshop session.

If the workshop time is limited, it may be possible to reduce the amount of time devoted to the workshop activities by providing participants with materials which can be read prior to the implementation of the

workshop. If the facilitator believes that this is desirable, a summary of the information provided in the lecture or information sheet may be distributed to participants prior to the workshop.

C. Reduce the amount of time spent on exercises and worksheets.

One way the timelines for the session can be cut is to ask the participants to consider only a limited number of cases or situations presented in their worksheets, suggesting that others be completed some time after the workshop. (If this is done, the facilitator should make certain to explore those items selected for use in the group in sufficient detail to clarify for participants the basic principles reflected in the worksheet.) In all instances, the facilitator should emphasize ways in which the participant materials may be used after the workshop.

What guidelines should be observed by facilitators throughout the workshop?

Workshops dealing with sex equity often involve participants in a questioning of some of their earliest learnings and most basic beliefs and assumptions. Individuals dealing with these issues may have negative feelings about changing roles of males and females in our society and experience fear or anger about sex equity efforts in education. It is critical that workshop facilitators understand that these reactions are to be expected and how to handle them in positive ways. Some suggestions for dealing with possible resistance or rejection of the ideas covered in the workshop are outlined below.

Workshop facilitators should:

A. Remember that change in knowledge, attitudes, and skills requires time and continued support. Each person must move through a process of exploring, understanding, and acting on new ideas before they can be accepted. Rejection of ideas presented in the workshop should not be interpreted as a personal rejection of the presenter.

B. Work to provide continuing support to participants even when they are met by disagreement and/or

resistance. Responses to be avoided by workshop personnel include:

Defensiveness--the expression through words or behaviors that a facilitator or resource person feels as if an attack has been made against her/his personal ability or adequacy. Workshop personnel should try to maintain an open attitude and deal with the ideas presented by the participant rather than the internal feelings that these ideas may create.

Rejection of the group--the categorization of an individual or group as "hopeless". One of the ways that facilitators may deal with persons who disagree is to reject them. It is important that workshop leaders maintain communication with all participants and continue to work through the feelings and ideas presented.

Future predictions--statements to an individual or the group such as, "I'm sure you'll eventually see it my way". Although it is quite likely that many who reject ideas presented in workshops will change over a period of time, it is not helpful to dismiss the issues being considered by making future predictions.

Avoidance of the issues--dropping relevant controversial issues before they have been considered. Avoiding open consideration of possible implications of the Title IX regulation through a comment such as, "There's really no need for major changes in most programs", does not contribute to participant learning or problem solving. Workshop facilitators should anticipate some of the controversial questions or concerns which are likely to be raised and be prepared to deal with them, if only by admitting uncertainty and a willingness to help participants obtain assistance from other sources.

Overcontrol of the participant group--pressing the group ahead regardless of their present needs or ability to deal with some of the issues. Overscheduling for clarification questions or for consideration of the implications of the information

in small group discussion is one way to overcontrol the participant group. Workshop plans must include time to ensure that participants have the opportunity for initial exploration and evaluation of the information presented.

C. Work to maintain a climate where participants' questions, feelings, and opinions can be expressed and considered. Maintain a nonjudgmental approach toward the expression of feelings or opinions which differ from those being expressed in the workshop.

D. Provide participants with concrete information and materials whenever possible. Much of the resistance to accepting change occurs when people do not understand the rationale for change and the specific steps that must be taken in implementing change. It is essential that participants be given opportunities to identify specific directions for change, to develop the necessary skills for change, and to receive support and assistance during this process.

RESOURCES AVAILABLE

from the Colorado Department of Education:

Available for Loan from the Colorado Department of Education:

FILMSTRIPS

"American Women Search for Equality", Current Affairs, March, 1973

* "Cinderella Is Dead!", National Education Association

"Identity Female: A Program Review", Dun-Donnelly Publishing Corporation, 1975

* "Title IX in the Schools", Claremont Educational Resources

"The Labels and Reinforcement of Sex Role Stereotyping", National Education Association

FILMS

"Sex Role Development", McGraw-Hill, 23 minutes (color)

** "An Equal Chance Through Title IX", 25 minutes

Available for Loan from the Colorado State Library:

FILMS

"Choosing Changes", Agency for Instructional Television, 15 minutes (color)

"Different Folks", Agency for Instructional Television, 15 minutes (color)

*To be used with the training materials entitled, "Title IX for Sex Equity"

**To be used with the training materials entitled, "Achieving Sex Equity in Physical Education" and "Achieving Sex Equity in Athletics"

RESOURCES AVAILABLE

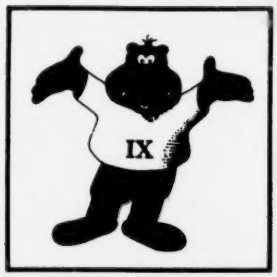
(continued)

"Prejudice: Causes, Consequences, Cures", Contemporary/ McGraw-Hill, 1977, 23 minutes (color)

For information about borrowing any of the materials listed, contact:

Sex Equity Staff
Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203
(303) 839-2166

KEY TO DRAWINGS



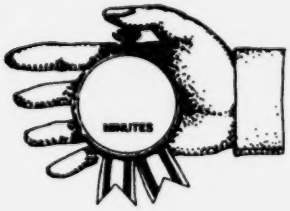
DRAWING 1: LECTURES OR INTRODUCTORY COMMENTS TO BE PRESENTED BY THE FACILITATOR. "Hip-O-Niner" is the Colorado Title IX/Sex Equity mascot.

DRAWING 1R: Small Hip-O-Niner references page numbers in the participant's workbook.

DRAWING 2: INDIVIDUAL ACTIVITY

DRAWING 3: SMALL GROUP ACTIVITY OR DISCUSSION

DRAWING 4: LARGE GROUP ACTIVITY OR DISCUSSION



DRAWING 5: TIME DESIGNATION FOR COMPLETION OF AN ACTIVITY

SESSION AGENDA

Opening Comments (10 minutes)

Activity 1: Assessing Title IX Implementation in Physical Education Programs

A. Introduction and Individual Activity: Assessing Title IX Implementation in Physical Education Programs (10 minutes)
B. Small Group Discussion (15 minutes)
C. Large Group Discussion (10 minutes)

Activity 2: The Law and Its Implications

A. Lecture--Title IX and Physical Education (10 minutes)
B. Questions and Answers (5 minutes)
C. Small Group Activity: Physical Education Case Examples (15 minutes)
D. Large Group Discussion (5 minutes)

Activity 3: Assessing Physical Activity Program Objectives

A. Lecture--Merging: Where Do We Begin? (10 minutes)
B. Individual Work: Physical Activity Objectives for Female and Male Students (10 minutes)
C. Large Group Discussion (10 minutes)

Activity 4: Developing A Perspective for Change

A. Lecture--Change and How to Make It Happen (15 minutes)
B. Questions and Answers (10 minutes)

Activity 5: Images of Sex - Integrated Programs

A. Introductory Comments (5 minutes)
B. Film--"An Equal Chance Through Title IX" (25 minutes)
C. Large Group Discussion (10 minutes)

SESSION AGENDA

(continued)

Activity 6: Alternatives for Change – Elementary School Physical Education Group

A. Lecture--Review of Systematic Steps for Program Change and Title IX Implementation (15 minutes)
B. Individual Activity: Program Diagnosis for Sex Equity (5 minutes)
C. Large Group Discussion (15 minutes)
D. Lecture--What Will Be (5 minutes)
E. Questions and Answers (5 minutes)
F. Individual Activity: Establishing Action Strategies and Priorities (20 minutes)
G. Summary Comments (5 minutes)

Activity 6: Alternatives for Change – Secondary School Physical Education Group

A. Lecture--Systematic Steps for Program Change and Title IX Implementation (10 minutes)
B. Individual Activity: Program Diagnosis for Sex Equity (5 minutes)
C. Large Group Discussion (10 minutes)
D. Small Group Activity: Building a Sex Equitable Physical Education Program (20 minutes)
E. Large Group Discussion (10 minutes)
F. Lecture--Characteristics of a Model Program (3 minutes)
G. Questions and Answers (2 minutes)
H. Individual Activity: Establishing Action Strategies and Priorities (4 minutes)
I. Paired Conversations (4 minutes)
J. Summary Comments (2 minutes)

SESSION AGENDA

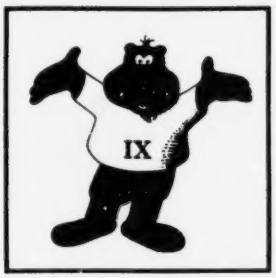
(continued)

Activity 7: Action Planning for Sex Equity

A. Total Group Reporting (15 minutes)
B. Lecture--Individual Action Planning (10 minutes)
C. Individual Activity: My Action Plan (10 minutes)
D. Small Group Discussion (10 minutes)
E. Large Group Discussion (5 minutes)

Activity 8: Evaluation and Summary

A. Workshop Evaluation (5 minutes)
B. Summary and Closing Comments (5 minutes)



OPENING COMMENTS

Purposes of the Activity:

To introduce the facilitator(s) to participants

To provide participants with an overview of the content of the session

Materials Needed:

For participant use:

Session Agenda (prepared by Trainer)

Session Objectives (in Participant Workbook)

For facilitator use:

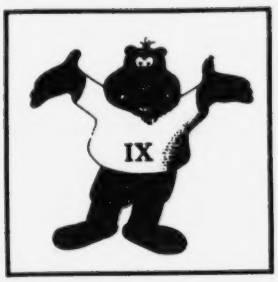
None

Facilitator Preparation Required:

Thoroughly review the total session outline

Review suggested comments and adapt them to accommodate unique group needs and facilitator style

PROCEDURE



The facilitator should take a moment to introduce herself/himself and any other facilitators. S/he should discuss briefly past involvement with issues of Title IX/sex equity related to physical education personnel. Any housekeeping chores such as location of restrooms, availability of refreshments, and distribution of materials should be dealt with at this time.

The facilitator should then begin to establish a frame of reference for the session. This might be done by comments such as the following:

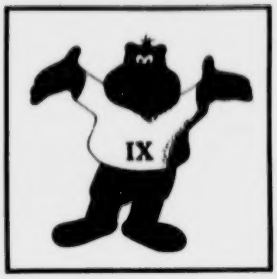
"At the outset, I would point out that we intend to consider not only the specific requirements of the Title IX regulation but also the broader context of sex equity issues. In order to do this we must first come to a mutual understanding of the legal requirements, the required procedural steps to be taken by educational personnel, and then pursue alternatives for achieving compliance with both the letter and the spirit of the law.

"Physical education, as well as related ancillary services, are covered in detail in the Title IX regulation. In many ways the differential treatment of females and males in physical education programs has been visible to any who cared to investigate such matters, and therefore it has received a substantial amount of media coverage. Although the reasons for differential treatment of females and males may have been supported by a rationale that made sense in the past, it is now our responsibility to examine the needs in light of a changing society, changing needs of students, and changes in the laws which govern the operation of education programs.

"During this session we will try to accomplish the following:

To assess our understandings and experiences regarding implementation of Title IX and the attainment of sex equity in physical education programs

To examine the Title IX regulation as it relates to physical education, and relevant ancillary concerns and ensure that we have a common understanding of the regulation, its implications, and the possible



actions which need to be taken to achieve Title IX compliance

To increase our skills in recognizing sex discrimination and sex bias as they are manifest in physical education programs

To seek a mutual understanding of the problems involved in merging female and male physical education programs for the benefit of all students

To review a model for change which can assist us in making the changes necessary for the attainment of sex equity in physical education programs

"We will be involved in many kinds of activities during this session: hearing short lectures, participating in individual and group activities, and exchanging ideas in groups. Although the session is tightly scheduled, please feel free to ask questions if you are in doubt about the information or activity in which we are involved so that clarification can be provided. Any pertinent comment or inquiry is, of course, welcome; but we would appreciate your assistance in keeping the discussion 'on target'.

"As we move through the activities of the session we hope that you will keep three questions in mind:

How well do programs in our schools ensure quality of opportunity for all students?

How can we use the procedures required for Title IX implementation as a stimulus for improving the quality of services provided for students?

What are my personal responsibilities for change, and/or how can I provide leadership for assisting others to respond to the need for sex equity in positive ways?

The facilitator should provide time for any questions which may be raised by the group.

ACTIVITY

1

ASSESSING TITLE IX IMPLEMENTATION IN PHYSICAL EDUCATION PROGRAMS

Activity Agenda:

A. Introduction and Individual Activity: Assessing Title IX Implementation in Physical Education Programs (10 minutes)
B. Small Group Discussion (15 minutes)
C. Large Group Discussion (10 minutes)

Purposes of the Activity:

To provide the participants with an opportunity to share and assess the experiences that they have had in efforts towards Title IX implementation in their school situations

To identify the barriers/constraints that participants have encountered as they pursue the achievement of sex equity in physical education programs

To establish an environment of warmth and open interaction in order to set an informal tone for the session

Materials Needed:

For participant use:

Assessing Title IX Implementation in Physical Education Programs (Participant Worksheet 1)

For facilitator use:

Chalkboard and chalk; newsprint and markers (one set for every five participants); masking tape

Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review this total session outline and all participant materials

Review the introductory comments and adapt them to accommodate the unique group needs and facilitator style

PROCEDURE

A. Introduction and Individual Activity: Assessing Title IX Implementation in Physical Education Programs (10 minutes)

The purpose of this activity is to provide participants with an opportunity to "get acquainted" and to share their experiences with Title IX implementation. This activity provides valuable data for the facilitator in that the interaction will provide some means of assessing the background of the participants, identifying the resources which are represented in the group, and identifying those areas of the session which may need to be emphasized.

The activity utilizes an assessment worksheet as the basis for small group discussion. Participants are asked to complete the worksheet individually, then to divide into groups according to area of interests, and to compare experiences and perceptions.

The facilitator may wish to introduce the activity with comments such as the following:

Page 1

"During the next few minutes we'll be examining our experiences and perceptions of the ways that Title IX implementation has progressed in our schools to date. Please take out Worksheet 1 in your Participant Workbook entitled "Assessing Title IX Implementation in Physical Education Programs". Please take about ten minutes to read the questions and answer them in terms of your experiences in the implementation of Title IX in your schools."

The facilitator should allow approximately ten minutes for participants to complete the worksheet.

B. Small Group Discussions (15 minutes)

Participants will be asked to share their worksheet responses in small groups. These groups should not exceed five persons each and should provide an opportunity for participants with similar priority interests to meet together. The facilitator should designate areas of the room to accommodate small groups with primary interests in elementary physical education programs and secondary physical education programs. Directions for this activity may be provided in the following way:

"Each of us brings our own concerns and perspectives to a session like this, and it is useful if these are made explicit and shared with others. For this reason we are going to ask you to share your worksheet responses with other participants. Although we are all involved in physical education programs, our responsibilities differ. Because it is useful to share perceptions with persons of similar responsibilities, we are asking you to meet with persons who have similar responsibilities/interests.

"We would like you to form groups of not more than five in two areas of the room. Those persons whose primary interest is in the area of elementary physical education programs should move to my left and meet in groups of five with other persons who are also interested in elementary physical education. Those persons with primary interests in secondary physical education programs should meet in the center of the room and form groups with four other persons to share information with others who are interested in secondary physical education.

"When you've formed your groups, discuss your responses to the questions which appear on Worksheet 1. You will note that newsprint and markers are available for each group of five. As you discuss questions 2 and 3 (the barriers to sex equity and the issues which you would like to have considered in this session), ask one member of the group to write down the group's responses to these questions on the newsprint. You will have about fifteen minutes for your small group discussions. When you are finished, please bring your newsprint to the front of the room where we can post it and discuss it with the total group."

The facilitator should make sure that participants move to the two areas of the room, form groups, and begin to discuss the questions. It is important that each group has at least two sheets of newsprint and a marker. During the small group discussions the facilitator should be available to answer questions and provide any additional information which may be needed.

C. Large Group Discussion (10 minutes)

After participants have had about fifteen minutes to compare their responses, the facilitator should reconvene the total group. At this time the facilitator should ask

the groups to display their newsprint at the front of the room (use masking tape). The facilitator should lead the group in a brief review of the information provided on the newsprint sheets which have been posted at the front of the room.

The facilitator should:

Discuss with participants similarities and differences of the information generated by the various groups

Indicate if and when participant concerns will be dealt with during the session

Encourage participants to seek out other information resources if their concerns will not be covered

If time permits, participants should be encouraged to discuss any additional observations or comments. The newsprint sheets should remain posted during subsequent activities. The facilitator should make reference to the sheets as appropriate and use the information on the sheets as a means of summarizing and evaluating the activities.

Participant
Worksheet 1

Page 1

ASSESSING TITLE IX IMPLEMENTATION IN PHYSICAL EDUCATION PROGRAMS

1. What positive experiences have you had in attempting to comply with the provisions of the Title IX regulation?

2. What are the greatest barriers to the attainment of Title IX compliance and sex equity in physical education programming in your district?

3. What <u>one</u> issue concerning sex equity in physical education programming is in most critical need of attention?

ACTIVITY 2

THE LAW AND ITS IMPLICATIONS

Activity Agenda:

A. Lecture--Title IX and Physical Education (10 minutes)
B. Questions and Answers (5 minutes)
C. Small Group Activity: Physical Education Case Examples (15 minutes)
D. Large Group Discussion (5 minutes)

Purposes of the Activity:

To provide participants with a common knowledge base regarding the requirements and implications of the Title IX regulation as it relates to physical education programs

To increase participants' skills in identifying discrimination and bias in physical education situations

To provide participants with alternative action steps which may be used for Title IX implementation and the attainment of sex equity in physical education programs

Materials Needed:

For participant use:

Basic Guidelines for Physical Education Title IX Compliance (Participant Information Sheet 2)

Physical Education Case Examples (Participant Worksheet 3)

Requirements of the Law--Title IX and Physical Education (Appendix A)

Sample Questions and Answers Related to Title IX: Implementation in Physical Education (Appendix B)

Suggested Answers to Physical Education Case Examples (Appendix C)

For facilitator use:

Requirements of the Law: Physical Education and Title IX (Appendix A)

Sample Questions and Answers Related to Title IX: Implementation in Physical Education Programs (Appendix B)

Suggested Answers to Physical Education Case Examples (Appendix C)

Chart (on newsprint, acetate transparency or chalkboard) containing the following information:

Definitions of Sexist and Nonsexist Behaviors

Sexist behaviors:

(D) Sex-discriminatory behavior--any behavior which is a violation of the Title IX regulation

(B) Sex-biased behavior--any behavior which reflects stereotyped expectations, assumptions, or behaviors, but is not specifically prohibited by the Title IX regulation

Nonsexist behaviors:

(F) Sex-fair behaviors--those behaviors which attempt to treat females and males equally or exactly alike. These correspond to corrective actions which may be taken to eliminate discrimination and to achieve Title IX compliance.

(A) Sex-affirmative behaviors--those behaviors which attempt to move beyond equal treatment and to provide experiences which can remedy the effects of past discrimination or bias. These correspond to remedial steps which may be taken in Title IX compliance efforts.

Questions for Analyzing Case Examples

Does the case example demonstrate sex discrimination, i.e., is it a violation of the Title IX regulation?

If the case example does not demonstrate sex-discriminatory behavior, would it be characterized as sex-biased behavior?

If the example demonstrates either discrimination or bias, what are some of the appropriate corrective (sex-fair) and remedial (sex-affirmative) steps which may be taken?

Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review this outline and all participant materials

Review suggested lecture and adapt it to fit unique group needs and facilitator style

Review Appendices A and B:

Requirements of the Law: Physical Education and Title IX

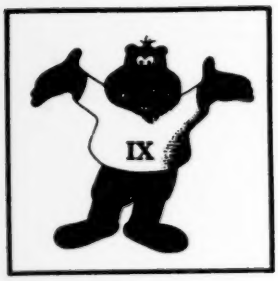
Sample Questions and Answers Related to Title IX: Implementation in Physical Education Programs

Prepare charts:

Definitions of Sexist and Nonsexist Behaviors

Questions for Analyzing Case Examples

PROCEDURE



A. Lecture – Title IX and Physical Education (10 minutes)

The purpose of this activity is to provide participants with an in-depth review of the Title IX regulation and its requirements for physical education policies, programs, and practices. The presentation of the regulation is followed by a review of case examples to ensure participants' understandings of the application of the Title IX regulation.

The activity may be opened with comments such as the following:

"As seen in our needs assessment activities, there are diverse opinions about what the Title IX regulation requires and how the subsequent regulations for implementation of the law are being interpreted. We are now going to examine the sections of the Title IX regulation which directly or indirectly relate to physical education and selected areas of ancillary concern, such as the codes of conduct, treatment of pregnant students, and employment practices.

"Many of the issues you have raised in the needs assessment will be answered as we review the law, its effects and some possible action steps. At the conclusion of this media review/summary there will be time for questions and answers. Please find Appendix A, 'Requirements of the Law: Title IX and Physical Education', in your Workbooks. There is a great deal of information presented. The principal points related directly to physical education have been summarized for you, in Participant Information Sheet 2, entitled 'Basic Guidelines for Physical Education Title IX Compliance' in your Participant Workbook. Use these two sources to follow along as I discuss the information."

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Page 2

The facilitator should then go over each page of the Information Sheets, briefly cite the specifications of the section of the law involved, and briefly discuss its effects on physical education and the suggested action. Some interaction from the participants should be encouraged so that additional action steps can be identified, but the facilitator should move through all information sheets during the time provided for the activity.

"Thus we see that the Title IX requirements for physical education programs are extensive; almost every aspect of physical education programs and processes must be reviewed to ascertain if discrimination exists. Should any discriminatory aspects be identified, they must be eliminated immediately or a planned strategy for change established and documented in the district's overall compliance reports so that full compliance is achieved within the established timelines.

B. Questions and Answers (5 minutes)

The facilitator should then take a few minutes to answer questions related to the implementation of the Title IX regulation in physical education. Clarification of the information presented in Worksheet 2 and Appendix A can be addressed. The facilitator should note that a list of frequently asked Title IX-related questions regarding physical education is included in Appendix B, and should refer participants to the list. If questions are asked that the facilitator cannot answer, perhaps other persons in the room may be able to supply the information, or it may be reviewed with other resource persons at a later time.

C. Small Group Activity – Physical Education Case Examples (15 minutes)

The purpose of this activity is to provide participants with an opportunity to apply their understandings of the Title IX regulation to day-to-day situations in physical education. It is important that participants have an opportunity to test and/or develop their application skills.

The facilitator may wish to introduce this activity with comments such as the following:

"Now that we've reviewed the requirements of the Title IX regulation for physical education programs, let's see how they may be applied in our day-to-day activities. Before we begin to review some specific case examples, we need to spend a few minutes making a distinction between various types of sexist and nonsexist behaviors. One way to think about the behaviors we may observe in physical activity programs is to think of two different categories of sexist behavior and nonsexist behavior.

"The two forms of sexist behavior are distinguished by whether or not the behavior is a violation of the Title IX regulation. Thus, the two categories for sexist behaviors are: (refer to chart)

(D) Sex-discriminatory behavior--any behavior which is a violation of the Title IX regulation

(B) Sex-biased behavior--any behavior which reflects stereotyped expectations, assumptions, or behaviors but are not specifically prohibited by the Title IX regulation

Similarly, we can categorize nonsexist behaviors into two types which reflect different levels of awareness and/or interventions. These are: (refer to chart)

(F) Sex-fair behaviors--those behaviors which attempt to treat females and males equally or exactly alike. These correspond to corrective actions which may be taken to eliminate discrimination and to achieve Title IX compliance.

(A) Sex-affirmative behaviors--those behaviors which attempt to move beyond equal treatment and to provide experiences which can remedy the effects of past discrimination or bias. These correspond to remedial steps which may be taken in Title IX compliance efforts.

You'll be hearing more about these terms at other points throughout the session, and we would like you to use them in this next activity.

"Please take out Participant Worksheet 3 entitled, 'Physical Education Case Examples'. You'll find a listing of case examples dealing with possible sex discrimination or sex bias in physical education programs. Please read through the case examples and answer the following questions: (refer to chart)

Does the case example demonstrate sex discrimination, i.e., is it a violation of the Title IX regulation?

If the case example does not demonstrate sex-discriminatory behavior, would it be characterized as sex-biased behavior?

If the example demonstrates either discrimination or bias, what are some of the appropriate corrective (sex-fair) and remedial (sex-affirmative) steps which may be taken?

"We are going to ask you to return to the groups of five in which you worked earlier. When you get back to your groups, read through the case examples which are appropriate to your interests (elementary or secondary school examples) and answer the three questions which appear on the chart and the sheet. You may wish to use the blank sheets in your materials to make notes on your discussions.

"If you finish discussing the case examples which are appropriate to your level of interest (elementary or secondary), you may wish to review the other cases provided on your worksheets."

The facilitator(s) should move among the small groups to see that they are able to answer the questions and make the relevant distinctions. Groups should be given at least fifteen minutes to discuss the cases. It is not essential that they consider all the cases provided for their level, but make sure that the participants understand the concepts being considered.

D. Large Group Discussion (5 minutes)

After the groups have had about fifteen minutes to discuss the case examples, the facilitator should reconvene the total group. Before moving into a discussion of the content of the worksheet, the facilitator should review, summarizing questions with the group such as the following:

"Was it useful for you to think of the cases in terms of sex-discriminatory behaviors and sex-biased behaviors?"

"What types of remedial and corrective actions did you find appropriate to use for the physical education cases?"

After the participants have responded to these questions, the facilitator should refer them to Appendix C in their Workbooks, which provide possible answers to the case examples. The facilitator should suggest that they may wish to review these worksheets to determine the similarities

and differences in their answers. This may be done at their leisure.

The session may be summarized with comments such as the following:

"It would be well to remember that no matter how knowledgeable we are, we all have been taught to be discriminatory and/or biased in our everyday activities. These biases may be overt or covert. The mere implementation of Title IX will not erase or eliminate sex discrimination or sex bias. This will occur only when and if each individual internalizes the concepts of equity and takes day-to-day action steps which help overcome attitude, program, practice, or policy differences which have contributed to the nonprovision of sex equity. Once a clear understanding of the law and its regulation is mutually achieved, then groups can proceed toward compliance with the law.

"In the next activity, we will begin the process of learning how to work toward the establishment of sex equity in physical education programs. We have learned in reviewing the regulation's requirements that sex equity in physical education programs is complex. For this and other reasons the regulation does not indicate how to go about achieving sex equity. It simply says: 'Get there.' We as educators will consider some ways to go about this important task."

Participant Information Sheet 2

Page 2

BASIC GUIDELINES FOR PHYSICAL EDUCATION TITLE IX COMPLIANCE

In order to apply the necessarily abstract and technical language of the Federal regulation to the physical education programs of education agencies and institutions, it may be useful to review a number of basic guidelines or principles derived from the Regulation. The principles regarding compliance in this area are scattered throughout the Regulation and the following guidelines pull together the essence of physical education compliance.

1. Physical education programs, courses, classes, or activities may not differentiate between students on the basis of sex.

   Any requirements for participation in physical education must be the same for females and males. Male and female students may not be required, on the basis of their sex, to complete different numbers of hours, days, or semesters of physical education. Males and females may not be required to participate in different physical education programs, classes, courses, or activities.

   Participation in physical education programs, courses, classes, or activities may not be refused to students on the basis of their sex.

   Physical education courses and classes may not be conducted separately for male and female students (except on those occasions when they deal exclusively with human sexuality). The same is true for most physical education activities.

   Physical education courses may not be sex-designated.

2. Title IX does not require any specific curricula or activities within a physical education program; it requires only that those which are offered by an agency or institution be open equally to students of both sexes.

3. Title IX does not specify any particular process for the assignment of selection of students for physical education courses or classes. Any procedure may be used if it does not discriminate on the basis of sex.

4. Students may be grouped by ability, as assessed by objective standards, within physical education classes or activities. Grouping by objective standards of ability may result in groups composed primarily of students of one sex.

5. Students may be separated by sex within physical education classes for participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports, the purpose or major activity of which involves bodily contact.

6. Evaluation of students' skills or progress in physical education must be based on standards which do not have an adverse impact on students of one sex.

   If the use of a single standard or set of standards for the evaluation of both female and male students has an adverse effect upon students of one sex:

   two separate standards or sets of standards, one for males and one for females, should be developed for evaluation of skills or performance; or

   a single standard or set of standards which measures individual student improvement should be adopted.

7. Physical education facilities and equipment must be allocated without regard to sex of students or instructors.

8. Physical education staff must be assigned teaching and supervisory duties (other than locker room supervision) on the basis of their qualifications rather than their sex or predominant sex of the students in a particular course, class, or activity.

9. Physical education staff may not be treated differentially on the basis of sex in hiring, job assignment or classification, compensation, or any other condition of one sex.

10. The Title IX regulation makes no requirements regarding the administrative structure of the physical education department or staff. If, however, any changes are made to accompany the integration of physical education

classes by sex, these changes may not have an adverse effect on the employment of one sex.

11. Elementary schools should have been in full compliance with the regulatory requirements for nondiscrimination in physical education by July 21, 1976. Secondary and postsecondary schools should comply fully as rapidly as possible, but in no event later than July 21, 1978.

12. If noncompliance with Title IX requirements for nondiscrimination is identified, two forms of action must be taken:

    modification must be made to correct any policies, procedures, or practices which have been found to discriminate; and

    remedial steps must be taken to alleviate the effects of any discrimination identified.

    Secondary and postsecondary schools are granted an adjustment period, not a waiting period. Barriers to immediate compliance must be identified, and active steps toward their elimination must be taken during this time interval. Such steps might include: program planning, staff training, facilities, or construction of additional facilities, etc.

Prepared by Martha Matthews as included in Title IX and Physical Education: A Compliance Overview. Washington: Resource Center on Sex Roles in Education, 1976.

PHYSICAL EDUCATION CASE EXAMPLES

Listed below you will find a number of case examples of situations which may occur in the day-to-day operation of physical activity programs. Please read each one and answer the following questions:

Does the case example demonstrate a violation of the Title IX regulation?

If the case example does not demonstrate a violation of the Title IX regulation (sex-discrimination), would it be characterized as a sex-biased behavior? (Mark each case example with D (Discrimination), B (Bias), F (Fair), or A (Affirmative).

If either of the conditions exist (sex discrimination or sex bias), what are some of the appropriate corrective and remedial steps which may be taken?

Physical Education--Elementary Case Examples

1. For several years two faculty members have been trying to introduce "Movement Education" into their physical education classes for the fourth grade. Two other fourth grade teachers have continued to follow a sports orientation for their curricular efforts. Now, parents are complaining that it's not fair for some students to get one thing and others to get another. As the fourth grade chair, what would you do?

2. While driving past an elementary playground you notice that all of the boys are playing a rousing game of dodge ball while the girls are swinging on the swings or sitting under the trees. Your companion comments, "I guess dodge ball is too rough for the girls".

3. Several parents have learned about Title IX and are appalled that the school is still conducting separate physical education programs for all of the students, grades K-6. They demand to know when their daughters will get an "even break". As chair of the Title IX faculty committee you explain that this is a very unpopular law and physiologically students are not equal, so coeducational physical education is out of the question. What might happen?

4. The physical activity class is completed. The teacher tells the girls to put on their shoes and return to class while the boys put away all of the mats.

5. During fourth grade physical education, the boys play soccer while the girls take dance.

6. Mary is an outstanding athlete. Every day she is allowed to play with the boys during physical education while her female classmates engage in other activities.

Physical Education--Secondary Case Examples

1. In order to qualify for advanced track and field classes, students are required to run a mile in less than six minutes. The result is that 22 boys are admitted to the class, and no girls qualify.

2. In order to provide the best instruction possible, the staff at Kennedy High School decides to team teach all contacts sport classes so one man and one woman are assigned to each section.

3. The boys in a physical conditioning class are complaining because they must do a full pull-up to pass the arm strength test, while the girls only have to do the bent arm hang for 10 seconds.

4. All classes of basketball made up predominantly of girls are scheduled into the small gym while all classes predominantly composed of boys are using the big, official gymnasium.

5. Xavier High School has initiated coeducational physical education for all of its 10-12th grade students. The freshmen, however, are still in sex-segregated classes so that they can be classified and "properly" oriented to what lies ahead. During this freshman year all boys must take weight training and wrestling, while all of the girls must take posture analysis and modern dance. During the spring quarter they are exposed to coeducational activities on an elective basis.

6. In order to overcome past discrimination, the merged physical education department announces a new course in girls' weight training so they can "catch up with the boys".

7. An irate parent is complaining about the injury his son received in a soccer class. It seems a 180-pound girl crashed into Jim, his 105-pound son, in a beginners' class.

8. A girl returning from terminating a pregnancy is required to make up all physical education sessions missed while a boy in the same class in allowed to re-enter after recovering from a broken leg with no make-up work required.

9. A female physical education teacher resigns. The principal fills the position with a male who can help coach the football team. This makes the female/male ratio 6 to 3 in favor of the men.

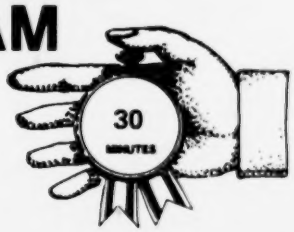
10. The counselors decide that they will "unofficially" designate boys with an "x" and girls with a "y" on physical education class rosters so they can avoid overloading the locker rooms at any given class period.

Prepared by Barbara Landers, State of California, Department of Education, 1977.

ACTIVITY

3

ASSESSING PHYSICAL ACTIVITY PROGRAM OBJECTIVES



Activity Agenda:

A. Lecture--Merging: Where Do We Begin? (10 minutes)
B. Individual Work--Physical Activity Objectives for Female and Male Students (10 minutes)
C. Large Group Discussion (10 minutes)

Purposes of the Activity:

To provide participants with insights as to their own values regarding program objectives for physical education

To identify the similarities and the differences in the values, activities, and operation of existing women's and men's physical activity programs

Materials Needed:

For participant use:

Physical Activity Objectives for Female and Male Students (Participant Worksheet 4)

For facilitator use:

Chart on newsprint, transparency or chalkboard to tabulate participant answers: (see following page)

PHYSICAL ACTIVITY OBJECTIVES FOR FEMALE AND MALE STUDENTS

Exercise A.

Directions: Listed below are eight possible objectives for physical education and eight different objectives for athletic programs. Rank each column from 1 to 8 with #1 being the most important. List other possible objectives at the bottom of the page but do not include them in your ranking exercise.

Physical Education OBJECTIVES— For students to develop:	Ranking For P.E.	Ranking For Athletics	Athletic Program OBJECTIVES— For students to provide:
A. A positive sense of competition			A. Entertainment
B. Gracefulness and effective body management			B. Opportunities for the gifted
C. A high level of skill in many sports			C. Training for sports scholarship candidates
D. A sense of cooperation and responsibility			D. Sports services for the largest number of students possible
E. Social skills and recreational opportunities			E. A laboratory for positive character development
F. Optimal physical fitness levels of performance			F. Competitive experience in a wide variety of sports
G. Varsity athletic calibre skills			G. Championship experiences in a limited number of sports
H. Positive values related to physical education concerns			H. An extension of the physical education instructional program

OTHERS: (Do Not Rank)

_____

_____

_____

OTHERS: (Do Not Rank)

_____

_____

_____

Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review the total session outline and all supportive materials

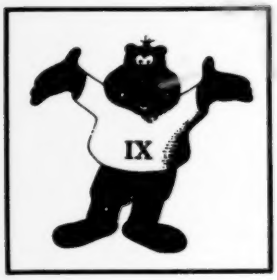
Review suggested lecture and adapt it to fit unique group needs and facilitator style

BEST COPY AVAILABLE

Prepare the needed transparency or chart for the group tabulation of participant worksheets:

> Physical Activity Objectives for Female and Male Students: Analysis Chart

PROCEDURE



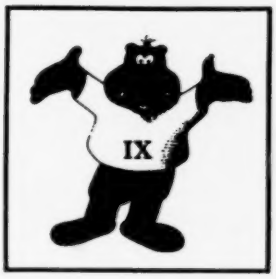
A. Lecture – Merging: Where Do We Begin? (10 minutes)

"During our session related to Title IX and its regulation we discovered that the regulation itself does not speak to the questions of attitudes per se, but that criteria for programs, policies, and practices are specified explicitly. That is to say, we know now that instructional efforts must be coeducational in physical education. Under certain circumstances, however, athletics programs may be conducted separately. Since physical education is a required subject for almost all students for some part of their school enrollment in grades K-12, it would seem most appropriate for us to spend some time dealing with the process of merging the physical education programs provided for females and the programs provided for males.

"Since the beginning of physical training in this country, most programs have been conducted on a sex-segregated basis. With the advent of more innovative curriculum efforts, however, many schools have effectively experimented with and adopted a coeducational approach to instruction, especially in units of an elective or selective nature. Thus, at the senior high school level, where many programs are selectively organized, the requirement for coeducational programs may or may not necessitate any significant changes in the physical education program.

"Likewise at the earliest levels of instruction, grades K-3, the trend for the past decade has been one of coeducational programs. In accordance with Piaget's theories of development, more and more programs are focusing in on the specific needs of children and the process emphasis of helping children learn how to learn. If a district has adopted such programs, it would usually mean that they would already be in compliance with Title IX for all program efforts conducted on a coeducational basis and all evaluation would be made through individual analysis as opposed to the use of group comparative data.

"When one considers the merging of programs, the critical areas of concern seem to be grades 4-9 and the other grades if the 'trends' have not been pursued and/or adopted. In grades 4-9 the traditional scene reveals sex-segregated programs which are patterned after sex-stereotyped expectations and assumptions. Boys are thought to be more



'manly' if they are able to excel in the physical domain and girls are thought to be out of the mold if they actively pursue robust or competitive activity. Dealing with parents, children and professional teachers of physical education who hold these outdated beliefs becomes a major part of any attempt to merge programs in order to begin to achieve sex equity.

"The fact remains, however, that changes will have to be made. Whether this process becomes an experience of traumatic shock or an exercise in program evaluation and subsequent improvement is entirely up to the persons who are involved in the process. Should there be rejection of the concepts of equal opportunity and equitable treatment for all students, then one may expect that minimal effort will be expended toward making the merging process effective or positive.

"If, on the other hand, a spirit of cooperative communication is in evidence and the concepts are accepted as 'givens', then the exercise could be stimulating and, in the long run, beneficial for all concerned. Students are likely to receive instructional effort better suited to their needs; teachers may feel a larger sense of accomplishment because they will be dealing with a more individualized form of course organization; administrators may observe that more students are eager for physical education instruction as their needs are being met in such a way that success and improved self-concept are natural components of the 'new' physical education; and parents may recognize that some students are indeed gifted performers in need of intensive instruction in order to master movement competencies. The 'new' physical education can provide for these differences more effectively than the 'old' physical education.

"Now, where does one start? Some districts have started with an authoritative edict which is likely to alienate everybody. Others have decided to 'study' the situation--indefinitely. Still others must recognize that those who will have to implement the new programs must have opportunities to determine their educational philosophies and how those philosophical beliefs can be assimilated in effective programs designed to serve <u>all</u> students.

"We can begin this process of change by making sure that we are clear about our philosophy of physical education.

What do we believe to be the purpose of physical education programs and how can the programs best be complemented? What are our objectives for physical education activities? Are these the same for females and males? Are they different? If we had to merge female and male programs today, what would be our goals and objectives?

"The answers to these questions are crucial for understanding the varying points of view which are likely to emerge as we move toward merging female and male physical education programs."

B. Individual Work – Physical Activity Objectives for Female and Male Students (10 minutes)

The facilitator should instruct participants to find Participant Worksheet 4 and give the following instructions:

"The worksheet entitled 'Physical Activity Objectives for Female and Male Students' will help you diagnose your beliefs regarding the objectives you have for students who participate in your physical education programs and compare those you have for interscholastic sports activities. You have about five minutes to complete the worksheet. Rank order each column from 1 to 8 with #1 being the most important. Please note any additional objectives you would want included on the bottom of the sheet; but for this exercise, do not include them in your ranking.

Page 8

C. Large Group Discussion (10 minutes)

When the participants have completed their tasks (about ten minutes), the facilitator should give the instructions for analyzing the sheets:

"On the back of your worksheet are the instructions for analyzing this exercise. Select a partner, preferably one of the opposite sex, and work together to complete the process. As the instructions indicate, you are to tally your scores for each of the categories. Then see if this new set of scores really makes a difference in your original ranking order. For example, if you ranked item A--a positive sense of competition--as a 4 and your partner ranked it with a 1, the composite score would be a 5. Once all composite scores are completed, then you can contrast their new rank order (from least high to highest) and

observe where the changes occurred. This will give you insights into the critical areas of difference between the two parties involved. Do this for both columns. Any questions?"

As the participants compute their scores, the facilitator should move about the room and assist any of the pairs who may be having difficulty.

As soon as the participants have completed their tallying and initial observations, the facilitator should say the following:

"Did you find a wide variance? If so, was it more prevalent in physical education or athletics? Were the objectives fairly close to one another or definitely polarized? The more the polarization, the more changes will be necessary to reconcile program goals. Now, work with your partner and try to reconcile the top three objectives for each of the categories. Remember--use tact! You want to be able to deal with one another amicably for a long time! You have five minutes for this activity."

At the end of the five minutes the facilitator should stop the discussion and ask the following questions:

> "How many of you had difficulty in trying to achieve consensus?"
>
> "How many of you recognized different values which you've encountered in trying to merge your own programs?"
>
> "Were your top priorities mutually exclusive?"
>
> "How would you organize a program which could meet your mutual objectives?"
>
> "Do you see how this could be a productive exercise for whole departments to use with staff members who are involved in departmental mergers or Team Teaching efforts?"

The facilitator should close by making sure that the following points are made:

The objectives which we identify influence the ways we organize our programs.

Each objective and subsequent programs result in some expanded ways and some limitations for meeting the needs of all students.

Merging programs can result in providing greater alternatives for students and extending the capabilities of staff.

Participant
Worksheet 4

PHYSICAL ACTIVITY OBJECTIVES FOR FEMALE AND MALE STUDENTS

Exercise A

Directions: Listed below are eight possible objectives for physical education and eight different objectives for athletic programs. Rank each item (A-H) from 1 to 8, with 1 being the most important. List other possible objectives on the following page but do not include them in your ranking exercise.

Physical Education OBJECTIVES-- For students to develop:	Ranking for P.E.	Ranking for Athletics	Athletics Program OBJECTIVES-- to provide for students
A. A positive sense of competition			A. Entertainment
B. Gracefulness and effective body management			B. Opportunities for the gifted
C. A high level of skill in many sports			C. Training for sports scholarship candidates
D. A sense of cooperation and responsibility			D. Sports services for the largest number of students possible
E. Social skills and recreational opportunities			E. A laboratory for positive character development
F. Optimal physical fitness levels of performance			F. Competitive experiences in a wide variety of sports
G. Varsity athletics calibre skills			G. Championship experiences in a limited number of sports
H. Positive values related to physical education concerns			H. An extension of the physical education instructional program

OTHERS: (Do Not Rank)

_____

_____

_____

OTHERS: (Do Not Rank)

_____

_____

_____

Directions for Scoring: Select a partner of the opposite sex and total the numbers given as a ranking for each of the objectives. Does this total, when taken in its numerical order (from least high to highest), change the ranked position of your objectives? Where do the most changes occur--physical education or athletics? To what do you attribute the existing discrepancies?

Exercise B

Working with a partner of the opposite sex, list the three top objectives one should have for "Student Physical Education".

1. _____

2. _____

3. _____

Working with a partner of the opposite sex, list the three top objectives one should have for "Student Athletics".

1. _____

2. _____

3. _____

Exercise C

Discuss with the group what must happen to reconcile the differences.

ACTIVITY

4

DEVELOPING A PERSPECTIVE FOR CHANGE

Activity Agenda:

A. Lecture--Change and How to Make It Happen (15 minutes)
B. Questions and Answers (10 minutes)

Purposes of the Activity:

To provide the participants with a practical model for change which, if applied effectively to physical education program areas, could assist them in achieving sex equity

To provide participants with an overview of the steps for change and the skills for conflict management

Materials Needed:

For participant use: None

For facilitator use:

Charts (on newsprint, transparencies or chalkboard) containing the following information:

The C's in Change

The commitment of the persons involved

The communication of our goals

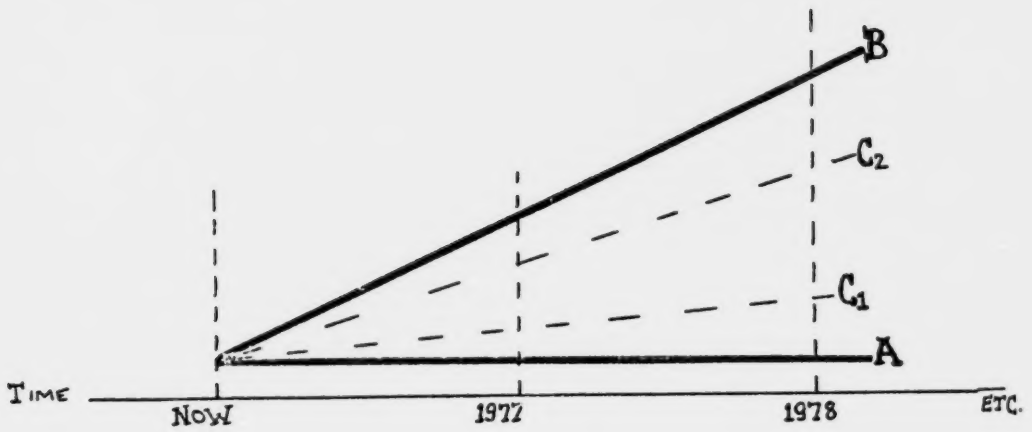
The cooperation received/given by all involved

The concentration evidenced by the time actually spent working toward achieving the identified desired outcomes (see line B)

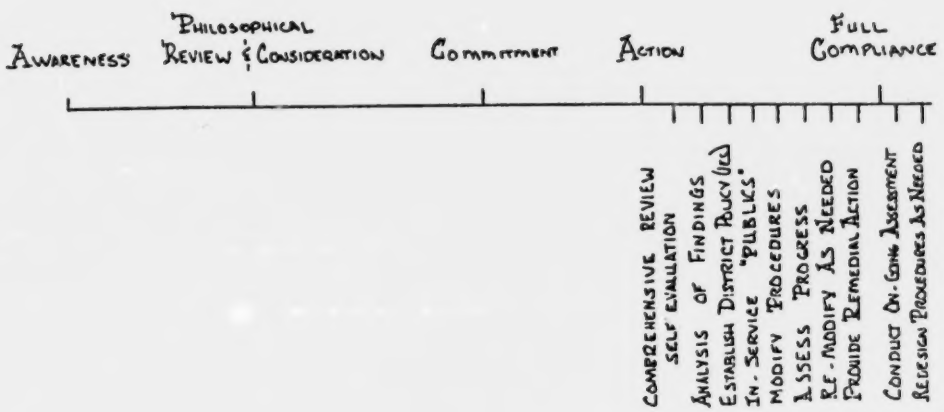
The compassion extended toward one another as varying viewpoints/philosophies/strategies are explored

The degree of caring which is demonstrated on an on-going basis as change is attempted

A Suggested Model for Change - - -



Change - - A Suggested Continuum



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Facilitator Preparation Required

The facilitator(s) should:

Thoroughly review the total session outline

Review suggested lecture and adapt it to fit unique group needs and facilitator style

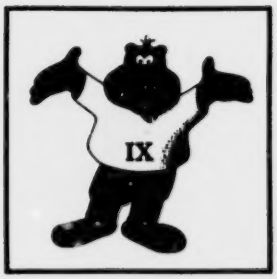
Prepare charts:

The C's in Change

A Suggested Model for Change

Change--A Suggested Continuum

PROCEDURE



A. Lecture—Change and How to Make It Happen (15 minutes)

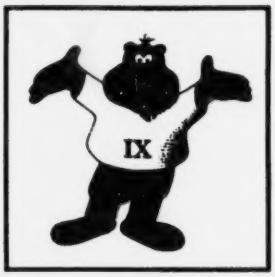
"All of our effort up to this point has been directed toward learning about Title IX and other sex equity issues. In our last activity we discovered that agreement regarding the basic intent of physical education was not easily, if ever, reached. Title IX does not say that any one program approach or any one response to any of the nondiscrimination requirements is the preferred model. The Title IX regulation does require that a self-evaluation be conducted by each school district and that changes be made if discriminatory behaviors, practices, policies, or programs exist.

"In another of our activities we have seen that sex-discriminatory and sex-biased behaviors exist in the everyday situations we face. So, the assumption must be made that change of some sort, to some degree, will need to occur. Physical education programs must merge, and must clearly meet the demonstrated interests and abilities of the total student population.

"Changes mandated by law usually bring about polarized acceptance or rejection and every other type of behavior possible along the intervening continuum. Radicals want immediacy; conservatives want to wait and see. Pragmatists want a sure-fire model to copy; and diehard adversaries want the law, its enforcers, and all advocates to go away! The recent surge of Federal legislation to guarantee human rights has legally 'done away with' discrimination based on race, social/cultural background, handicapping conditions, and now sex.

"Merely passing a law and presenting regulations for the implementation of the various statutes does not, in reality, guarantee that the constituency addressed by the law will indeed receive the immediate benefits of the law. Delays, ruses, diversionary tactics, and outright defiance often are the strategies used by those who must act as the change agents to bring about the needed review, analysis and subsequent revision of programs, policies, practices, and procedures covered under the law.

"Other leaders, however, embrace the concepts and intent of the legal mandate and are quick to see that ongoing



review and revision are good for growth, self-renewal, and can serve as opportunities for improved services and programs. Such leaders use laws which dictate social reform as doorways to the improvement of programs, and not as hurdles which further clutter and contribute to discriminatory behaviors which erode programs in general and oppress individuals, restraining them from optimal development.

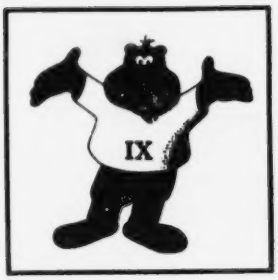
"Ideally, once school districts are made aware of the concepts emphasized in the Title IX law and regulation, change should occur along this suggested continuum."

The facilitator should direct participants' attention to the chart, "Change--A Suggested Continuum", and briefly comment as follows:

"Although there are many ways that we can think about change as it relates to Title IX, one way to view the process is to envision steps which need to be taken. As you can see on the chart provided, change moves from awareness, to review, to commitment, and ultimately to action. Many of our districts have taken the first action steps toward lasting change, but these efforts must continue if the change is to make a difference in the services we provide to students.

"Since this session deals with Title IX and sex equity as they apply to physical education, the following comments regarding a proposed model for change are predicated on the assumption that a positive commitment to nondiscrimination has been made and that an appropriate directive calling for the immediate compliance with Title IX has been sent to all personnel from the policy makers or their designates. It is then necessary for physical educators to begin the process of self-evaluation and implementation of appropriate remedial and corrective steps.

"Whenever change is imminent, the question of the amount of change becomes paramount. Some people change only from fear in response to threat. So it is with many who react negatively or overreact to the Title IX requirements. The least possible compliance efforts are usually taken when this attitude exists. In truth, little changes except the relevant paper shuffling and filing process. Districts



can 'survive' with this 'paper compliance' until challenged and/or reviewed and found to be out of compliance in the areas of process and programs.

"Others who are directed to come into compliance do so with a feeling of confidence and security. In fact, the self-evaluation process is looked upon as a positive experience--an opportunity to review, contemplate, analyze, stretch and improve the services, programs, and process provided for students. The following model addresses this educationally defensible group."

The facilitator should direct participants' attention to and discuss the chart, "A Suggested Model for Change" as follows:

"This diagram suggests that there is a clear indication of what actually exists; the 'A' line for 'what is', a 'B' line for 'what should be' and 'C' lines which indicate the changes which can take place (to varying degrees) based on:

(The facilitator should now also refer participants to the chart, "The C's in Change", and comment on COMMITMENT, COMMUNICATION, COOPERATION, CONCENTRATION, COMPASSION, and CARING as they relate to the model on the preceding chart.)

the Commitment of persons involved

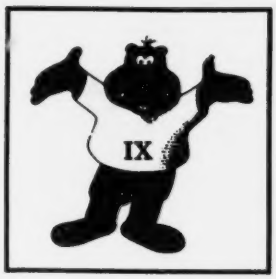
the Communication of our goals

the Cooperation received/given by all involved

the Concentration evidenced by the time actually spent working toward achieving the identified desired outcomes

the Compassion extended toward one another as varying viewpoints/philosophies/strategies are explored, and

the degree of Caring which is demonstrated on an ongoing basis as change is attempted



"Thus, to apply this model for change, those involved must identify 'What actually is' (the 'A' line). This must be done accurately, honestly, succinctly, and, as far as possible, impersonally. If what actually is is what 'ought to be' (the 'B' line), then no change is necessary immediately and the model would look like this:

The facilitator should point to the two parallel lines found at the bottom of the 'Suggested Model for Change' chart, commenting:

"The program would be paralleled for excellence. Usually, however, this is not the case and the model resembles the original drawing in this section, and the need for change is indicated. Then the questions arise:

What really 'ought to be'?

Who can decide?

How can we get there?

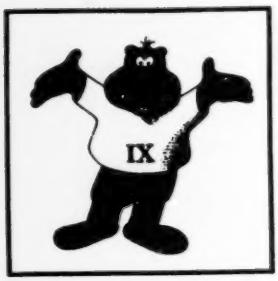
What help do we have?

What barriers must we overcome?

When will we know we have 'arrived'?

"When applying this model to physical education as it relates to Title IX, the answers to the above questions can vary from suggestions/solutions which will lead to minimal change or strategies/attempts designed to provide opportunities for optimal program enhancement. The degree of change ultimately achieved will depend on one's individual skills, the group's composite skills, the resourcefulness of all involved, and the initial optimal goal agreed to as the apex of line 'B'.

"In our next activities, we will discuss a number of alternatives as they could be applied to elementary and secondary physical education. When we discuss these alternatives, we will use these 'common sense' steps for application of the model to achieve systematic change and program improvement in order to effectively implement sex equity. These 'common sense' steps include:



STEP ONE: consider 'WHAT IS'

STEP TWO: consider 'WHAT CAN BE'

STEP THREE: Plan 'WHAT WILL BE' in light of recognized constraints

STEP FOUR: IMPLEMENT the plan

STEP FIVE: EVALUATE and REDESIGN as necessary

"As groups enter into exploration of possible change, it is always hoped that those involved in the process can reach consensus, but the reality of any change process is that conflict(s) may emerge, causing the group to have to strive for acceptable, yet meaningful compromises. If the fifth step (EVALUATION and REDESIGN) is actively addressed, then compromising may be merely the establishment of intermediary steps which would not threaten the long-range achievement of the desired good.

"As physical educators we are involved in change efforts and the inevitable conflicts which arise in the change process. For this reason it is essential that as physical educators, we work to increase our skills in conflict management. As we work through the process of implementation of Title IX, we should strive to increase our conflict management skills. We can check our skills and work to:

become more skilled in anticipating problem areas

be able to communicate effectively so as to reduce emotional confrontations

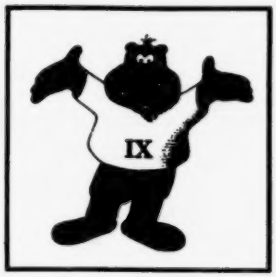
be willing to explore all parameters of an issue and give credence to another's point of view

be able to suggest various alternatives for solutions to the identified problems

be able to weigh the pros and cons of each alternative

be able to prioritize problem areas and/or solutions to complex issues

be willing to attempt the implementation of the alternative/priority selected



"These skills in conflict management can assist your efforts in implementation of Title IX and attaining sex equity. They are also important skills for dealing with nearly every area of our lives. As we focus on Title IX implementation, it is important that we see it as an opportunity to develop our own skills and grow."

The facilitator should use this opportunity to summarize the preceding activities and to preview the activities to follow. The following comments would be appropriate:

"During this session we have examined the requirements of the Title IX regulation as it affects physical education programs; tested our skills in recognizing discrimination and bias in physical education programs; reviewed the objectives of physical education programs; and considered some of the issues in change. These experiences provide us with the background that we need as we move to the development of individual and institutional change plans.

"In the next activities we will be turning to a more indepth consideration of the specific 'how-to's' for implementing Title IX and attaining sex equity. You will have an opportunity to work in two groups--one group for persons interested in elementary physical education programs, and one group for persons interested in secondary physical education programs. As we look ahead to working in one of these areas, begin thinking about these questions:

> How can I establish change goals for my own activities?
>
> What actions can I take which would assist the department and the school in change?
>
> What skills do I bring to any change effort, and how can I increase my skills?

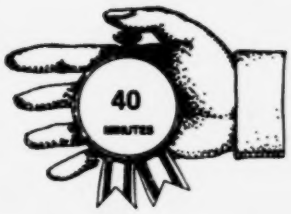
B. Questions and Answers (10 minutes)

The facilitator should allow a few minutes for questions and clarification of any points made during the lecture or in other activities.

ACTIVITY

5

IMAGES OF SEX-INTEGRATED PROGRAMS



Activity Agenda:

A. Introductory Comments (5 minutes)
B. Film--"An Equal Chance Through Title IX" (25 minutes)
C. Large Group Discussion (10 minutes)

Purposes of the Activity:

To provide participants with examples of sex-integrated programs

Materials Needed:

For participant use:

An Equal Chance Through Title IX (Participant Worksheet 5)

An Equal Chance Through Title IX: An Analysis (Appendix D)

For facilitator use:

Film--"An Equal Chance Through Title IX" (available from the Colorado State Department of Education)

"An Equal Chance Through Title IX": FILM NARRATIVE AND MAJOR POINTS (see pp. 45-51)

16mm sound film projector; viewing screen

Facilitator Preparation Required

The facilitator should:

Thoroughly review session outline and participant materials

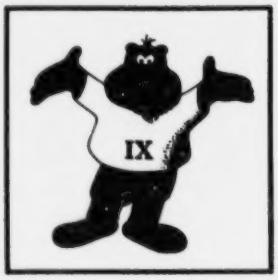
Review suggested comments and adapt them to accommodate unique group needs and facilitator style

Obtain and preview the film "An Equal Chance Through Title IX"

Read and study "An Equal Chance Through Title IX": FILM NARRATIVE AND MAJOR POINTS

Arrange for necessary audiovisual equipment

PROCEDURE



A. Introductory Comments (5 minutes)

The purposes of this activity are to provide participants with images of sex-integrated programs, and to consider the implications of sex-integrated programs for the participants' schools.

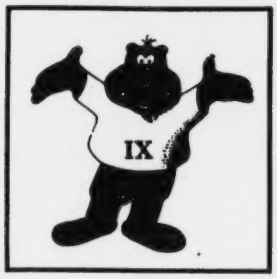
The following comments would be appropriate:

"We have concentrated on reviewing the requirements of the Title IX regulation, checking and extending our skills for identifying discrimination, considering our philosophies of physical education programs, and identifying the pros and cons of merging girls and boys in physical education programs. As we went through these activities, we realized that the attitudes of students, parents, and other physical educators toward sex-segregated programs represent every point on the continuum of human behavior--there are people who want immediate action, and those who want to maintain the status quo and avert the law and its requirements.

"We find ourselves faced witb the situation that Title IX is the law of the land, but there is little specification of the process(es) we might pursue in order to come into compliance with the law. We must review our programs to determine if sex discrimination and bias exist. If it does exist, we must change our programs to meet the standards of nondiscrimination. Since most of us discovered that there are as many ways to change as there are people and combinations of people, it is important that we establish a common frame of reference for considering those changes which may be most desirable for our situation.

"We plan to continue to explore the many alternatives from which we can develop a plan for change. The focus of the activities to follow will be on the practical alternatives which may be used for achieving sex equity.

"To accomplish this task we will spend some time together considering how sex-integrated prograns might look. In this way we can explore 'What Can Be' in our physical education programs. Then, we'll break into two separate groups and consider the 'hows' of moving from 'What Is'



to 'What Can Be'. During this time we'll be working in two groups--elementary school physical education and secondary school physical education.

"Let's begin our task by thinking about the question 'What Can Be'. Change begins with a realization of the need for change and an image or vision of what changes we want to make. If we are not clear about where we are going, it is unlikely that we will be able to accomplish any significant change.

"At this time we're going to view a film prepared by the American Alliance for Health, Physical Education, and Recreation which is designed to give us some images of 'What Can Be'. You will view programs which schools are currently developing to implement the merging process which is necessary to comply with Title IX. You will see real programs; there was no attempt to 'stage' the action.

"Before we see the film, please find Participant Worksheet 5, entitled, 'An Equal Chance Through Title IX'. We have asked you to consider six questions:

Page 10

What are your general reactions to the film?

What assumptions and operating guidelines seemed to be made about students and the physical activity programs depicted in the film?

What assumptions did you think are being made about the similarities and differences of female and male students?

What positive values do you believe would result from these programs?

How could the programs or aspects of the programs depicted in the film be adapted and/or incorporated in your physical activity program?

What problems, if any, would you anticipate in implementing these programs or features of these programs in your schools?

"Try to keep these questions in mind as you view the film. After the film, we'll discuss these questions in the total group."

B. Film – "An Equal Chance Through Title IX" (25 minutes)

The facilitator(s) should show the film.

C. Large Group Discussion (10 minutes)

After the film has been shown, the facilitator should ask the participants to take a couple of minutes to jot down their answers to the questions provided on the worksheet. When this has been completed, the facilitator should process the reactions of the group. The questions on the worksheet can be used as the basis for the discussion. The facilitator should use Appendix D, "An Equal Chance Through Title IX": An Analysis, to suggest additional answers to participants. It may be useful to urge the group to focus on the programs or program aspects that could be used in their schools.

During this discussion it is not necessary or desirable to hear all of the responses of participants. The goal should be to obtain a sample of participant responses and then prepare the group for the next activity.

After several responses have been discussed, the facilitator should refer participants to Appendix D, "An Equal Chance Through Title IX": An Analysis, in their Workbooks. The analysis sheet provides participants their own copy of suggested answers to the discussion questions.

"AN EQUAL CHANCE THROUGH TITLE IX"* FILM NARRATIVE AND MAJOR POINTS

Major Points and Assumptions	Narrative
All students deserve the opportunity to reach their full potential, both mentally and physically.	"Women", advised Aristotle, "may be said to be inferior men." Though it has taken more than two milleniums, most people have come to believe that both sexes deserve equal opportunity to reach their full potential...that all persons--both men and women--must be given equal treatment before the law. That's what Title IX of the Education Amendments of 1972 is all about...it says that no person may be excluded on the basis of sex from any educational program or institution receiving any federal support. Simply interpreted for physical education that means that all physical education classes will become sex integrated.
Many schools will have to change the programs.	That puts the burden of change on school classes and activities which have been traditionally sex segregated. Change does not come easily. We hope that this film will help make the changes required by Title IX easier for the people who have to change the most.
Sound physical education programming can be run on a sex integrated basis.	Schools all over the country are proving that Title IX can enhance and complement sound physical education programs. Hundreds of schools anticipated Title IX and already have almost totally sex-integrated physical education. (Location sound: "I got it") (Location sound)
Sex-integrated physical education classes are common in the early grades.	Traditionally the early grades were seldom sex-segregated.
Movement competence is essential to later physical development. Physical competence is essential to total development.	Boys and girls together learn the early movement patterns that are the building blocks for future achievement. Every child needs physical activities for total development.

*American Alliance for Health, Physical Education and Recreation (AAHPER), 1201 Sixteenth Street, Washington, D.C. 20036.

Major Points and Assumptions	Narrative
	Elementary physical education is provided under direction of a physical education specialist supported by the classroom teacher. There is no question that developmental needs are equal for both boys and girls. As early as 4th or 5th grade, though, sex stereotyping begins--even with something as natural as handling a ball. Traditionally teachers separated boys and girls so boys could learn about sports not supposed to be suitable for girls.
Physical development instruction is needed by females and males. Sex stereotyping takes place early in the schooling process.	
Sports have been presented as activities inappropriate for females. Males have been urged to be actively involved in sports.	
One of the ways to build self-confidence is through a positive self concept and successful physical activity.	Any activity that a child can accomplish that builds self concept and forms a basis for self confidence is a good activity.
Historically, physical self-confidence has been important for males and not females.	Title IX is helping to dispel these outworn ideas of "suitable" activities that have grown out of old sex-stereotyped ideas.
Physical activity programs are usually integrated at the elementary school level.	The specialist here is working with boys and girls to combine rhthym with movement concepts. There are few problems in complying with the requirements of Title IX in elementary physical education.
It is important that both males and females have opportunities to develop leadership.	Opportunities may be provided for boys and girls to be leaders.
Sports require complex physical skills.	In the intermediate grades boys and girls operate in a more structured situation. A teacher's first task is to see that all boys and girls are ready for the more complex physical skills needed for sports.
Historically, there have been different activities, skills, and emphases for male and female programs.	Many of these sport skill activities have traditionally been available separately to boys and girls. In the sex-segregated classes, pairing and grouping were usually based on size, age, strength, skill, or weight.
Grouping by size, age, strength, skill or weight are objective criteria. Grouping by sex is not an objective criterion.	Grouping by size, age, strength, skill or weight applies in sex-integrated classes also, with special attention given to individual differences.

Major Points and Assumptions	Narrative
Integration of physical education must continue into intermediate school.	The only difference made by Title IX is that boys and girls not be separated by sex but continue to be together in classes as they were in the primary grades.
Students need positive reinforcement. Students can help one another.	Students receive help and encouragement from the instructor and coach each other as they begin to learn the details required by special activities.
Safety is important and the responsibility of staff and students.	Teachers are concerned with safety and make this a vital part of learning. Safety is a mutual responsibility shared by all. Here again, it is important for both boys and girls to be equally responsible.
Physical contact activities may be conducted on a sex-segregated basis.	In many classes in today's physical education both boys and girls are attracted to the martial arts and wrestling. But boys and girls are not required to wrestle together. This wrestling class is made up entirely of boys.
Females can be challenged by strenuous physical activities. Title IX is not a curriculum law. Equal access and integrated offerings are the key to Title IX.	Weight training classes which were often reserved for male students are now open to females. They enjoy the same challenge as males, as well they should. Title IX makes no requirement as to curriculum--only that classes be open to all and not be conducted separately on the basis of sex.
Movement competency is a physical and psychological prerequisite for competitive situations. Competition teaches social lessons.	With a solid foundation of efficient movement skills, the intermediate student is ready both physically and psychologically for supervised mild competition. Here students learn integrity in competition by playing games by the rules--and within the rules. In intramurals, Title IX requires sex-integrated teams in all but contact sports. Equality of opportunity is the major intent, and teams should be picked on the basis of skill, weight, strength, or age--not sex.
Team teaching is an approach that works with integrated physical education classes. Team teaching is desirable.	Instruction in sports activities such as wrestling or football may present problems which, in some cases, team teaching can help solve. Granted, there are honest differences of opinion about what <u>is</u> a contact sport.

Major Points and Assumptions	Narrative
Rule modifications are necessary for the successful integration of contact activities.	Obviously tackle football is, but like most games, the rules can be modified so that boys and girls may play together. Here, flag football is being played by single sex teams. Note the similarity in the way boys and girls play, even in separate teams.
There are more similarities than dissimilarities in the way that males and females play.	
Qualified staff can instruct and supervise students of both sexes.	Under Title IX after-school interscholastic teams may be made up of either all boys or all girls. The major requirement to understand is that both boys and girls be given equal opportunity to participate in the sport they are able and want to engage in. Note this boys' team coached by a woman.
Compensatory opportunities for females are valid and required when opportunities have been limited in the past.	Sometimes girls ask to be allowed to try out for the boys' team in certain sports. It may be necessary to allow this and let them play on the boys' team if the overall opportunities for girls are not in parity with opportunities for boys. It is not necessary to allow males to try out for a female team unless the local situation is such that girls have more overall opportunities than boys to engage in competitive activities. Title IX is an equal opportunity law--to ensure fair treatment for all.
Students need to be informed of program changes and the reasons for the changes.	(sync. sound: "Greg, I would like to welcome you to Madison as a tenth grader. And I would like to help you plan your program for this year. In all junior high and senior high schools, P.E. is now co-ed, meaning that you will have girls in your class. Heh...Heh..Think you can handle that? There is no telling how many boys or girls will be in a particular class, and, as I am sure you are aware, there are some sports that are more popular for the boys and some for the girls. The whole thrust for this program is that each and every program will be available for both sexes; for example, a girl who is interested in flag football may play flag football, and a boy who is interested in volleyball will be able to get volleyball. And there will be a mixture in your class, sometimes even, sometimes uneven.")

Major Points and Assumptions	Narrative
Females and males can learn physical competence together.	Here again, boys and girls both have a chance to participate equally in this challenging weight training class.
Differences are not necessarily deficits.	The degree of muscular strength between the sexes may differ but the goal is the same--a healthy, fit, totally functioning person.
Self-confidence, from physical fitness provides personal satisfaction.	The self-confidence that comes from physical fitness provides satisfaction for girls and boys.
Vigorous activity is needed for fitness.	Girls love one of the most demanding of all activities--cross-country running. There is equal need by the sexes for vigorous physical activity to maintain good cardiovascular conditioning, or physical fitness.
	Greg: What about the contact sports like wrestling?" Counselor: "O.K., wrestling is a little bit different. Any boy or girl who is interested in wrestling may sign up for it. However, boys wrestle with boys and girls wrestle with girls. Like I said, the main thrust of this program is to give anybody a chance to take any sport in which they are interested."
Dance provides a valuable socializing experience for students.	Ballroom dance is traditionally a coed activity, a natural socializing experience that continues to be popular. Other dance forms--ballet, ethnic, and modern, for example--are increasingly popular with both boys and girls.
Curriculum development is the right and the responsibility of the school. All students deserve an equal chance to develop physical competence.	To repeat, each school still has the right and responsibility for curriculum development. The only requirement made by Title IX is that all students, male and female, have equal access to what is offered.
	Here students receive one-to-one instruction by the teacher.
The range of skill found within groups of males and females is similar.	It is interesting to note that the range of ability in time trials shows little difference between sexes. Perhaps one of the reasons is that

Major Points and Assumptions	Narrative
	girls have had competitive opportunities in swimming over a longer period of time. One of the more exciting courses offered in some schools is scuba diving--an exhilarating, individual experience.
Physical competence should be learned sequentially. Physical fitness has social implications.	With movement ability developed in the early years, and sports skills sharpened in intermediate grades, high school students are ready to learn more advanced concepts. They learn the value of physical fitness and respect for the ability to cope with emergencies as well as the demands of everyday life. They begin to see how the rules used in game situations can sometimes help them handle real-life experiences.
The rules learned in game playing provide models for appropriate social behavior.	
Lifetime fitness is a worthy goal.	Our goal for students is that they develop the ability and the desire to stay fit throughout a lifetime. It is important to note that Title IX makes no requirements as to choice of equipment. Students are helped to choose the activity that best suits their strengths, skills and needs. Vigorous warm-ups are fun for everybody. In many parts of the country, skiing is a popular winter sport for both men and women--in fact, for the whole family. To ski well and safely requires a high level of skill, flexibility, strength, and endurance. A high school physical education class is an excellent place to prepare for a trip to the snow. All this is topped off with a two-mile run. Hey, the teacher made it!
There are physical differences between females and males.	With slightly modified rules to limit potentially dangerous body contact, most games can be made suitable for integrated classes.
The pressures of everyday life do not differentiate on the basis of sex.	The demands of daily life make little distinction between the sexes.
Peak mental and physical well-being is a desired state of being for both adults and young people.	In order to function effectively, men and women need the opportunity to reach peak mental and physical well-being.

Major Points and Assumptions	Narrative
	The intent of Title IX is to assure that no students because of sex will be cheated out of the opportunity to develop all their potential for a full and healthy life.
Competitive athletics is a program for gifted students. The purpose of physical education should not be the preparation of interscholastic athletes.	Although athletics is available for the gifted individual who wishes to excel, the purpose of physical education is not to make an athlete of every student.
Physical activity should be an enjoyable part of life.	The more realistic purpose is to help each one acquire the skills and confidence that will help make vigorous activity an enjoyable part of the daily lifestyle. Every student should know what it feels like to be healthy and fully functional.
Females and males are more similar than dissimilar.	Where they have the opportunity, girls show that there are more similarities than dissimilarities between the sexes.
Females should have the opportunity to compete. Females are just as good competitors as males.	Up the last hill, here is where legs seem to turn to water, but a resolute spirit wins out. When girls have the opportunity to participate they are good competitors.
	So long as a sport is equally available, athletic teams may be of a single sex or sex-integrated depending on the circumstances.
	Boys on the water polo team practice at six o'clock in the morning.
Everyone needs a healthy body.	Everybody needs coordination, strength, skill, endurance, and a healthy body.
Everyone has a need for physical and mental well-being.	Everybody needs physical and mental well-being.
	Everybody needs activity for a lifetime. All kinds of people. All their lives. Title IX is another step to assure that everybody achieves this.
	Keep moving, America, we're doing great!

Participant
Worksheet 5

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AN EQUAL CHANCE THROUGH TITLE IX

1. What assumptions seemed to be made about students in the film? (e.g. students naturally enjoy physical activity)

2. What assumptions seemed to be made about physical activity programs in the film? (e.g. physical education programs are very important to the development of self-image)

3. What assumptions did you see being made about similarities of male and female students in the film?

4. What assumptions did you see being made about differences between male and female students in the film?

5. How could the programs or the aspects of the programs depicted in this film be adapted and/or incorporated in your physical activity program?

6. What problems, if any, would you anticipate in implementing these programs?

ACTIVITY 6

(Elementary Level)

ALTERNATIVES FOR CHANGE-ELEMENTARY SCHOOL PHYSICAL GROUP

Activity Agenda:

A. Lecture--Review of Systematic Steps for Program Change and Title IX Implementation (15 minutes)
B. Individual Activity: Program Diagnosis for Sex Equity (5 minutes)
C. Large Group Discussion (15 minutes)
D. Lecture-- What Will Be (5 minutes)
E. Questions and Answers (5 minutes)
F. Individual Activity: Establishing Action Strategies and Priorities (20 minutes)
G. Summary Comments (5 minutes)

Purposes of the Activity:

To provide participants with alternative methods of analyzing elementary school physical education programs and identifying goals for change efforts

To provide participants with exposure to multiple alternatives for modifying programs which can increase the quality of the program as well as the equity provided for students

To provide participants with an opportunity for developing the first steps of an action plan for use in their local situations

Materials Needed:

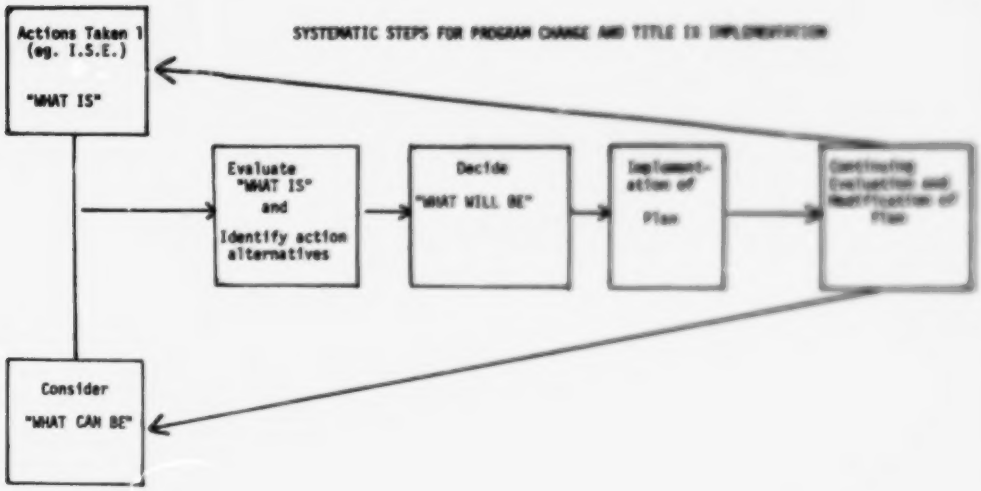
For participant use:

Physical Education Assessment Inventory: What Is -- What Can Be (Participant Worksheet 6 - Elementary)

Establishing Action Strategies and Priorities (Participant Worksheet 7 - Elementary)

For facilitator use:

A chart (on newsprint or acetate transparency) of Systematic Steps for Program Change and Title IX Implementation containing the following information:


Actions Taken 1 (eg. I.S.E.)
"WHAT IS"
Evaluate "WHAT IS" and Identify action alternatives
Decide "WHAT WILL BE"
Consider "WHAT CAN BE"

Charts (on newsprint or acetate transparency) of Model Program Development containing the following information:

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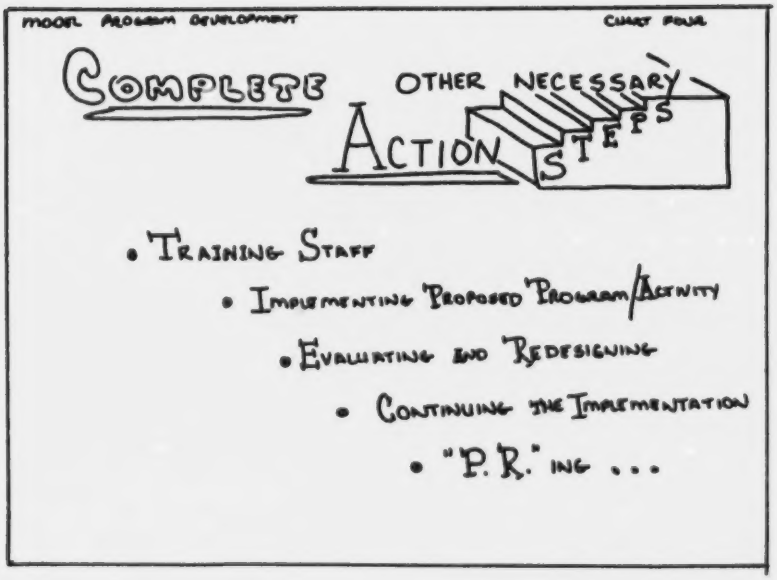


Newsprint and marker or chalkboard and chalk

Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review the total session outline and all participant materials

Review suggested lectures and comments, and adapt them to fit unique needs of the group and facilitator style

Prepare the charts listed in the "Materials Needed" portion of this session outline

PROCEDURE

A. Lecture – Review of Systematic Steps for Program Change and Title IX Implementation (15 minutes)

The purpose of the elementary school physical education session is to provide the participants with a framework for change within the elementary school physical education setting. The activities outline a process which may be used in the adoption/modification of programs with respect to the provisions of sex equity. A basic consideration throughout the session is the inextricable relationship between programs that are equitable and programs that are of a sufficient level of quality to meet the needs of all students. Although it is possible to have low quality programs that are nondiscriminatory, it is highly unlikely that they would meet any standard of equity. The facilitator should keep this in mind throughout the session and make this point with the group when appropriate.

After welcoming those who have an elementary school physical education interest to the small group session, the facilitator may wish to begin by making these suggested comments:

"Once an understanding of the law and its regulation is reached, then individuals and/or districts must move on with the business of self-evaluation, identification of existing discriminations, and the implementation of any needed changes. We have discussed a change model and some of the skills necessary to initiate effective change. In this activity, we will strive to apply the 'common sense' systematic steps for program change in Title IX implementation as they relate to elementary physical education."

The facilitator should then display the chart entitled "Systematic Steps for Program Change and Title IX Implementation".

Suggested lecture

STEP ONE: 'WHAT IS'

"As we begin to consider 'What Is', it is useful if we try to think of the three major components of a physical education program--the characteristics of the program, the characteristics of the instructional staff, and the available facilities and equipment.

"With respect to the characteristics of the program, we need to consider:

The goals of the program

Is it sports centered?
Is it child centered?
Is it recreationally centered?
Is it movement education centered?

The policies governing the program

The sequence of the program

The amount of time available to the program

During school hours?
After school hours?

The sex composition of instructional and recreational activities

Are classes conducted in sex-segregated groupings?
Are classes conducted in sex-integrated groupings?

"Our second consideration is the characteristics of the instructional staff. Here we need to determine:

The background and expertise of the staff

Are they classroom teachers?
Are they physical education specialists?
Are they instructional aides?

The possible groupings of staff

Are classes conducted by individual instructors?
Are classes conducted by team instructors?
Are classes conducted by a combination of individual and team instructors?
Are all instructors one sex?
Do instructors provide for role modeling by both sexes?

The personal styles of instructional staff

Are they open to learning?
Are they enthusiastic?
Are they up-to-date in the field?

"Our last consideration for determining 'What Is' is the amount and characteristics of facilities, equipment and resources. In thinking about facilities, equipment and resources we need to determine:

The nature of all available facilities

The availability of equipment and supplies

The available resources for equipment and facilities

STEP TWO: 'WHAT CAN BE'

"After we've analyzed the 'What Is' in our programs, we then need to consider 'What Can Be'. During the past few minutes we explored a few of the alternatives from which we have to choose. We can determine whether our priorities should be devoted to working with the program, the staff, the equipment and facilities, or as in most instances, all three. We need to know our priorities for change--whether it's in the area of programs, staff development, or facilities and equipment--and the priorities within each of these categories.

"When you're developing your ideas of 'What Can Be', begin with your own vision of what needs to be changed. If you were to view your ideal physical education activities a year from now, how would they be changed? What things would you/your students be doing? It is important that we work to extend ourselves as we think of 'What Can Be'.

"As we consider the possible outcomes of our evaluation of 'What Is' and 'What Can Be', we can make one of three choices. We can:

Retain 'As Is'

Our evaluation process may reveal that there is no sex discrimination or sex bias in evidence and that

all students are receiving services that meet their needs. If this is the case, the staff may elect to continue as before.

Minimal Modification

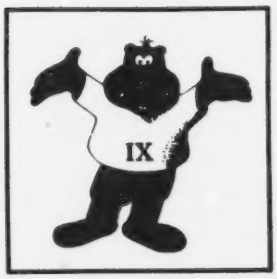
Our evaluation may reveal that physical education classes for grades K-3 are nondiscriminatory and non sex-biased. In addition, the basic concepts of movement education and problem solving are emphasized, thus allowing each student to progress at his/her own individual rate. This would be in compliance with the Title IX regulation.

When we considered grades 4-6, however, we discovered that instruction is provided in a sex-segregated environment with the boys receiving instruction in team sports and the girls receiving instruction in a less strenuous program. Such a finding dictates the need for immediate modifications in accordance with the Title IX regulation.

Extreme modification

Our evaluation may reveal that some form of sex discrimination and sex bias is apparent at all levels. This is evident in the activities provided students when boys are being allowed to pursue robust, strenuous activities while the girls are being encouraged not to overexert. Or we may find sex-segregated classes where boys receive instruction or gaming opportunities, and the girls are relegated to lesser activities. If this is the reality of the situation in our schools, there is need for a new commitment to equity in physical education, quality physical education, revision of teacher/public attitudes, and restructuring of the curriculum.

We will discuss this extreme modification when we deal with the two lectures, 'What Will Be' and 'Implementing the Plan, Evaluating and Recycling'."



STEP THREE: 'WHAT WILL BE'

"After we've envisioned some of the possible 'What Can Be' alternatives, we must face reality of existing constraints, and move to Step Three, 'What Will Be'.

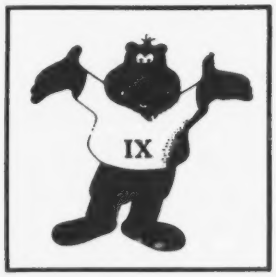
"If the communication is honest, open and accurate as you assess 'What Is', and if alternatives are explored and a consensus or agreeable compromise is reached regarding 'What Can Be', then you are ready to consider the restraints of 'What Will Be'. Many dreams for excellence have been ruined as we've faced the realities of the limited availability of personnel, negative community attitudes, budget limitations, and opposition to change. If we are to attain our goals for excellence, we must often pursue the smaller, tangible steps for change in order to achieve the desired long-range goals.

"Title IX can serve as a positive stimulus to help prod recalcitrants toward philosophic, program and process review, and possible renovation or revision so as to benefit the overall educational opportunities for all students. Enlightened professionals who are equipped with strategies for effective change and alternatives for satisfactory compliance can step in with the 'answers' for which less than dedicated educational policy makers are questing. The result: better, more meaningful programs for students and compliance with Title IX. Thus, 'What Will Be' will be determined by the realities of each local situation, the skills and resourcefulness of those involved, and the degree of consensus or compromise reached through completion of the activities outlined in Steps One and Two.

"If and when agreement on 'What Will Be' is reached, then the implementation of the plan becomes a reality.

STEP FOUR: 'IMPLEMENT THE PLAN'

"Implementation will be as effective as the degree of commitment and practice demonstrated by those in the leadership and supporting roles. If good public relations procedures have been employed, and if all teachers are skilled in the new methods of instruction (guided discovery, problem solving, movement education) as well as the more

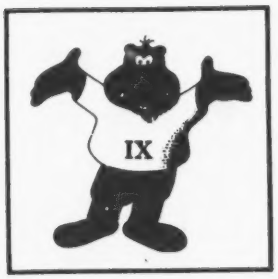


traditional (command style instruction) ones, and if an awareness level regarding the elimination of sex-role stereotyping has been positively and effectively raised, then the implementation of coeducational programs will bring little trauma, and will improve results in self concept enhancement, social behavior skills, motor skills acquisition, physical fitness attainment/maintenance, and leisure sports orientation.

"If, on the other hand, the public is unaware of the benefits that their children will derive from this coeducational approach, then the results of its implementation may be received in a caustic and abrasive manner. If teachers are required to implement programs with which they feel uncomfortable or threatened, and for which they have no commitment, they may be resentful, reticent and/or noneffective. They may make the impression that the program itself is worthless and that it is impossible for boys and girls to pursue the attainment of movement competencies in a sex-integrated situation. And, finally, if the awareness level of all involved regarding sex-stereotyping is low, and the longheld myths related to the physiological differences between boys and girls/men and women are emphasized with vigor, then communities, even with good intentions, may fail in the process of implementing coeducational physical education programs at the elementary level.

"Recognizing the need to avoid these pitfalls and planning ahead to circumvent possible constraints is essential to the success of achieving not only program enhancement but also Title IX compliance. Using the self-evaluation requirement of the Title IX regulation (86.3) as an opportunity and not as an obstacle can produce positive educational advancement. Effective implementation of all planning must be done only after the necessary groundwork has been accomplished so that the proposed changes will have an opportunity for a true test."

"And now we see that the application of this model has gone full-cycle. We are ready for STEP FIVE, the constant self-renewal feature of this system--that of starting all over again in order to improve programs or initiate corrective action.



STEP FIVE: 'EVALUATE AND REDESIGN AS NECESSARY'

As initial implementation progresses, evaluation and ongoing redesigning and reimplementation is a desirable characteristic of any modification curriculum project. Specifically, if more injuries are occurring after the coeducational merger, then the staff will want to analyze the causes and eliminate the source of the problem by: re-educating the staff and/or students regarding one's personal responsibility for the safety of self and others, reconsidering the need for ability grouping, placing a heavier emphasis on instruction before entering into game play, re-evaluating the activity being studied so as to ascertain whether or not the students' entry skills are adequate for its inclusion in the curriculum, and reassessing the overall attitudes and subsequent behaviors which are allowed to exist in the classes where most of the injuries are occurring.

"Examples of other areas which may need ongoing evaluation include:

Program suitability and productivity
Program acceptability by students
Staff effectiveness and level of expertise
Staff efficiency and morale
Fiscal soundness of the program
Time studies for participation ratio
Public approval or resistance to the program
Attitudes of all involved
Interdisciplinary relationships

Each of these should be reviewed periodically to ensure the vitality of the program."

B. Individual Activity: Program Diagnosis for Sex Equity (5 minutes)

"We have spent some time on the hypothesized application of the systems model for change, now let's spend some time ascertaining 'What Is' and 'What Could Be' in regard to sex equity and our own situation. You have a worksheet which, when completed, can serve as an index to the existing implementation status of Title IX in your district

and as an indicator of what you would want the district or school to strive for in order to achieve sex equity. The worksheet outlines the range of of responses which may be manifest in response to the efforts for Title IX implementation. Please find Worksheet 6, Physical Education Assessment Inventory, at this time.

"Read through this instrument twice. The first time through, place an 'X' on that portion of the continuum that best represents your district's position right now. This should reflect your best estimation of 'What Is'. The second time through, place an 'O' on that part of the continuum that represents where you would like to see your district regarding that issue. This second mark is your estimation of 'What Could Be', in your district.

"Any questions?"

The facilitator should answer any questions regarding the completion of the assessment form, and allow the group about seven minutes to complete the task.

C. Large Group Discussion (15 minutes)

After participants have finished their task (about seven minutes), the facilitator should instruct the participants to connect the "X's" down the page. This will indicate if there is a consistency or discrepancy within an area. The facilitator should lead a brief discussion to look for patterns of discrepancies among the participant's data. Remember, the primary goal of this exercise is to provide information to each individual participant regarding the discrepancies in their data. The following are questions which may be used to help participants identify the meaning of the data provided on their worksheets.

> "In what areas did you find the largest discrepancies? (differences between the 'X' and 'O' on the sheet or the difference between 'What Is' and 'What Can Be')
>
> Were the discrepancies consistent throughout a single category? (e.g., Title IX procedural requirements, student groupings, etc.)

Did any of the discrepancies (or lack of them) surprise you?

What other possible discrepancies may exist in your programs that are not included on the sheet?

The last question is especially important for helping participants think about the types of change goals they wish/need to establish. The facilitator may suggest that they may wish to take a few minutes to identify other possible discrepancies. To do this the facilitator should place two columns on the chalkboard or newsprint identified as "What Is" and "What Can Be". Comments such as the following would be appropriate:

"Thus far we used two methods for thinking about the differences between 'What Is' and 'What Can Be'. In this process we may have overlooked important issues and concerns for your program. Let's take a minute to see if there are other discrepancies we need to identify. First, let's think about 'What Is' in our programs and then move to 'What Can Be'. How about in the area of staffing... programs...support services...equipment...facilities... others?"

As participants call out various areas of discrepancies the facilitator or an assistant should write these on the chalkboard or newsprint. A sample of the types of concerns might be:

	WHAT IS	WHAT CAN BE
PROGRAMS:		
	Students have recess twice a day and this is called physical education	Each student should have a planned program of physical education daily
STAFFING:		
	Classroom teachers do it all with little or no training	Highly trained teachers plan and conduct a sequenced program based on the needs of the students

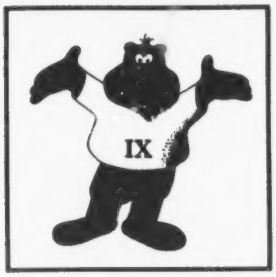
WHAT IS (cont.)	WHAT CAN BE (cont.)
SEX EQUITY:	
Boys in grades 4-6 are taught separately from the girls	All students should receive the same program opportunities and, if the programs are required, they should be taught coeducationally

If the group is able to identify other discrepancies, the facilitator should continue helping participants review the discrepancies in their programs.

When participants are not able to identify any more discrepancies, the facilitator should summarize the activity. Comments such as the following would be appropriate:

"During the past few minutes we examined three different ways to identify the areas of 'What Is' and 'What Can Be' in our programs. First, we approached the problem by systematically raising questions about the dimensions of our physical education programs, the characteristics of the instructional staff, and the available resources for physical education facilities and equipment. On the basis of this information baseline we can move to establishing the goals for change ('What Will Be').

"Next, we used a structured inventory to think about and identify the discrepancies between 'What Is' and 'What Can Be'. Lastly, we used a more intuitive method of identifying 'What Is' and 'What Can Be'. Each of these methods can help us move to the next important stage of action planning. Regardless of the method or methods you select, remember that the primary purpose is to identify those areas of primary need so that relevant and adequate change goals may be established. Our goals represent the difference between where we are (What Is) and where we want to be (What Can Be). Therefore, it is essential that we take the time to determine the parameters of 'What Is' and 'What Can Be'.



"In a moment we'll be moving on to action planning. Are there any questions or concerns?"

D. Lecture – What Will Be (5 minutes)

The purpose of this lecture is to ensure that participants have a frame of reference for program development activities. Up to this point activities have been focused primarily on assessment activities which give an indication of the needs to be addressed. This short presentation moves them through the next steps of program development.

The facilitator can provide the frame of reference for program development by referring to the four charts on Model Program Development and saying:

"Thus far we've concentrated on the assessment of needs or the self-evaluation of our programs. As we move toward developing action plans, it is essential that we understand the overall process for program development or change. Let's take a few minutes to examine this process and the steps in program development which determine 'What Will Be'.

"As we consider 'What Will Be', we have a basic decision as to the amount of modification which is desirable. The steps we need to take as this point include:

(Chart One) STEP ONE: Develop a Commitment to Title IX Implementation--Eliminate Obvious Sex Discrimination

Minimal compliance with the Title IX regulation could be met by developing a commitment to eliminate the obvious sources of discrimination. If the process stops here, the effect is to maintain the status quo and continue in a 'business as usual' fashion.

(Chart Two) STEP TWO: Explore Program Possibilities

Needs of students
Community/cultural influences
Existing school priorities
Staff Capabilities

Our determination of program possibilities must be made on the basis of four factors--the needs of students, the community/cultural influences in schools, the existing school priorities, and the capabilities of our staff. Each of these must be considered carefully.

(Chart Three) STEP THREE: Formulate Goals, Processes, Activities, and Evaluation Plans

GOALS	PROCESSES
Positive self-concept	Directed (authoritative)
Appropriate social behavior	Nondirected (laissez faire)
Motor skill acquisition	Problem solving
Physical fitness enhancement	Creative pursuits
Worthwhile leisure values	Team/individual

ACTIVITIES	EVALUATION
Basic movements	Formal
Combined movements	Informal
Creative movements	Comprehensive
Competitive experiences	Ongoing

"As our program plans are developed, we need to consider four major aspects of program---the goals which are identified, the processes used, the activities which we select, and the methods we use for evaluation of the program. While there are many acceptable goals, processes, activities, and methods of evaluation, those listed on the chart would seem most appropriate for elementary school physical education programs. It is important to note that programs may adopt any or all of the characteristics outlined in the program categories provided in the chart.

"In each category listed on the cha . it is important that there is an acceptance/understanding of the effects of sex-role socialization which must be considered and treated regardless of the specific program plans.

(Chart Four) STEP FOUR: Other Necessary Action Steps

Training staff
Implementing proposed program/activity
Evaluating and redesigning
Continuing the implementation
'P.R.'ing (public relations)

"These action steps are essential for the establishment of an optimal determination of 'What Will Be'. If the staff is trained and enthusiastic about what is to be accomplished, if the implementation of the program or activity is conducted equitably, if evaluation and redesign is ongoing and constant, if continued implementation reflects positive improvement as a result of effective redesign measures, and if all 'publics' contribute to this cyclical process and are constantly 'P.R.ed'--then we will have quality programs. These quality programs will be:

free from sex stereotyping
designed to serve the needs of each child
universal in their perspective so as to expose and educate all students to the capabilities and limitations of their bodies in a positive environment
sequenced to offer constant challenge and a multiplicity of problem-solving opportunities at varying levels of demands
constantly self-reviewing through the application of both formal and informal, internal and external, and program and personnel evaluation instruments."

E. Questions and Answers (5 minutes)

The facilitator should allow a few minutes for questions and clarification of any points made during the session thus far.

F. Individual Activity: Establishing Action Strategies and Priorities (20 minutes)

"Now, let's see if we really are 'at home' with the model for change. Please take out Participant Worksheet 7 entitled 'Establishing Action Strategies and Priorities'.

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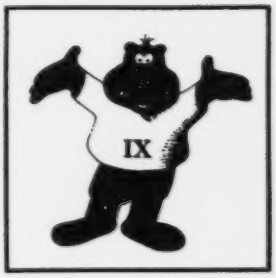
Since each of you brings to this session a different perspective by virtue of your own role, you will go about applying the action steps we've outlined in different ways. One thing is sure, however, and that is if you are comfortable with the process, you will probably be able to apply it to a variety of concerns which you will need to review in order to comply with Title IX, to achieve sex equity, and/or seek program enhancement.

"Please take about five minutes to complete the worksheet. Remember that you will be selecting a goal for change efforts and beginning to formulate the steps you need to take to reach that goal."

The facilitator should then allow the participants to complete the worksheet. The facilitator and assistants should move about the room, helping where necessary.

After five minutes, the facilitator may ask one or two participants to share their findings with the whole group and make comments regarding their analyses of goals and plans.



G. Summary Comments (5 minutes)

Closing comments should acknowledge the contributions of any assistants, and encourage the participants to continue to use the analytical and action strategies to which they have been exposed.

The facilitator should announce that the entire group will reassemble for a final general session at which time there will be a reporting out from each of the subgroups and a final action session focusing on organizational action planning.

PHYSICAL EDUCATION ASSESSMENT INVENTORY

WHAT IS WHAT CAN BE

Responses to the implementation of a sex equitable physical education program can take a variety of forms. The district response may vary from ignoring the issues of sex bias and sex discrimination, to complying with the bare minimal requirements of Title IX (and other anti-discrimination legislation), to implementing a program of genuine sex equity.

The following instrument is designed to help you assess the level of response of your district to the issue of sex equity in physical education. By completing this instrument twice you can assess the current level of district response ("what is") and also assess the response level that you would like to see--your estimation of "what can be".

The instrument is divided into six categories:

Title IX Procedural Requirements

Goals and Objectives of Physical Education

Curriculum

Student Grouping

Instructional Procedures and Techniques

Student Evaluation

INSTRUCTIONS

Complete this instrument twice. The first time through, place an "X" on that portion of the continuum that best represents your district's position right now. This perception should reflect your best estimation of "what is". The second time through, place an "O" on that part of the continuum that represents where you would like to see your district regarding that issue. This second mark is your estimation of "what can be" in your district.

Adapted from: Enberg, Mary Lou. Tracking Equal Opportunity in Physical Education Recreation, Athletics. (Olympia, Washington: Washington Department of Public Instruction), 1977.

PHYSICAL EDUCATION INVENTORY

"What Is" "What Can Be"

TITLE IX PROCEDURAL REQUIREMENTS

1.	Make a statement of intent to comply without a formal self-evaluation	Perform a self-evaluation	Perform a thorough self-evaluation to see where inequities exist in physical education opportunities, access and programming
2.	Determine compliance or non-compliance by executive action	Establish committee with responsibilities to determine compliance status but no power to affect changes, except to make recommendations	Establish committees which include students and have the power and responsibility for analysis and formation of long range plans for equity in programs and facilities
3.	Establish student interests by deciding what is best for them	Administer but ineffectively utilize student surveys	Administer and use student interest surveys to evaluate physical education experiences and to choose options for programming
4.	Wait until complaints have been filed with the Office for Civil Rights before considering program changes	Wait until 1978 to make adjustments where obvious inequities exist	Systematically plan for and continually reassess physical education and recreation offerings to match student needs and interests

GOALS AND OBJECTIVES OF PHYSICAL EDUCATION

5.	Continue sex-segregated program	Assume that it is "business as usual" with only a change in clientele	Review and rethink the goals and purposes of physical education in your district in light of the mandate of sex equity

6. Concentrate on the physical needs of students and let the psychological needs be taken care of elsewhere	Expect that psychological needs will be met from the nature of the program and your own warm personality	Pay special attention to psychological security of students participating in a new kind of experience

CURRICULUM

7. Provide sex-integrated programs based on the concepts traditionally provided in the "boys' curriculum"	Modify the curriculum, mixing the activities traditionally provided in the "boys'" curriculum and the "girls'" curriculum	Redesign the curriculum to ensure that all students are exposed to a variety of skills and the quality of the program is improved
8. Consider physical education as 'playtime" without need of a structured curriculum	Continue the major emphasis on psycho-motor competence	Recognize the integrated class as a new opportunity for enhancing the cognitive and affective as well as the psycho-motor domain

STUDENT GROUPING

9. Conduct separate activities for girls and boys in two groups within the same classroom or area	Provide for some sex-integrated activities but keep students segregated during all contact sports activities	Conduct all activities on a sex-integrated basis including skills practice for contact sports and team activities where ability and safety considerations permit
10. Do not allow any activities to be conducted in sex-integrated settings	Adhere to the rules, assuming that everyone has a need to participate by the standard rules	Modify or have students suggest modifications of activities to allow for participation by a wide skill range

11.	Ability group by sex by assuming all females would exhibit lower levels of skill than all males	Retain traditional ability tests which may or may not discriminate on the basis of sex	Develop and/or adopt tests which will divide students into skill groups for those activities in which skill is the important factor for safety or for enjoyment

INSTRUCTIONAL PROCEDURES AND TECHNIQUES

12.	Continue current teaching procedures and techniques in sex-segregated classes	Continue current teaching procedures and techniques in sex-segregated classes	Survey effectiveness or ineffectiveness of teaching procedures and techniques for combined classes
13.	Allow the continuation of teaching patterns of males teaching males, and females teaching females	Mandate team-teaching assignments	Renew or develop team teaching skills so that integrated classes can be organized with provision for interest and skill level
14.	Merge the girls' physical education department and the boys' physical education department "on paper" but retain the separate structures of the departments	Merge the girls' physical education department and the boys' physical education department and provide for common office areas, access to equipment, and administrative procedures	Merge the girls' physical education department and the boys' physical education department and initiate team building efforts which provide a common administrative and curriculum frame of reference

STUDENT EVALUATION

15.	Establish a single standard for student evaluation for females and males	Establish separate evaluation standards for females and males without assessing the degree to which females or males could meet the standards	Establish different evaluation standards for students on the basis of their ability, effort, and progress

Participant
Worksheet 7
(Elementary)

Page 16

ESTABLISHING ACTION STRATEGIES AND PRIORITIES

1. Please list the level for which you intend to develop strategies and priorities (individual, school, or district) for change.

2. Select the most critical area of concern/problem you face in implementing Title IX at this level and note it below: (e.g., personal attitude, existing school program, discriminatory district policy, etc.).

3. Using the item noted in 2 above, complete the following analysis:

   What is?

   What can be?

   What will be?

4. List one constraint which could thwart your effort and a strategy you could employ to overcome the constraint listed.

Constraint	Strategy for overcoming

5. Indicate an outcome which would help you determine when you have effectively implemented your plan.

6. What other concerns/problems would have to be treated in order to achieve sex equity?

ACTIVITY 6 (Secondary Level)

ALTERNATIVES FOR CHANGE-SECONDARY SCHOOL PHYSICAL EDUCATION GROUP

Activity Agenda:

A. Lecture--Systematic Steps for Program Change and Title IX Implementation (10 minutes)
B. Individual Activity: Program Diagnosis for Sex Equity (5 minutes)
C. Large Group Discussion (10 minutes)
D. Small Group Activity: Building a Sex Equitable Physical Education Program (20 minutes)
E. Large Group Discussion (10 minutes)
F. Lecture--Characteristics of a Model Program (3 minutes)
G. Questions and Answers (2 minutes)
H. Individual Activity: Establishing Action Strategies and Priorities (4 minutes)
I. Paired Conversations (4 minutes)
J. Summary Comments (2 minutes)

Purpose of the Activity:

To provide participants with an opportunity to review a model for change as it applies to physical education programs

To provide participants with an opportunity to assess sex equity in their physical education programs

To provide participants with an overview of program alternatives for secondary school physical education programs

To increase participants' skills in the designing of equitable physical education programs

To provide participants with an opportunity to initiate action plans

Materials Needed:

For participant use:

Physical Education Assessment Inventory: 'What Is' --'What Can Be' (Participant Worksheet 8 - Secondary)

Physical Education Program Options and Implications (Participant Worksheet 9 - Secondary)

Basic Orientations to Physical Education Programming (Participant Worksheet 10 - Secondary)

Scheduling of Classes and Facilities for Physical Education Programs (Participant Worksheet 11 - Secondary)

Evaluation of Physical Education Students (Participant Worksheet 12 - Secondary)

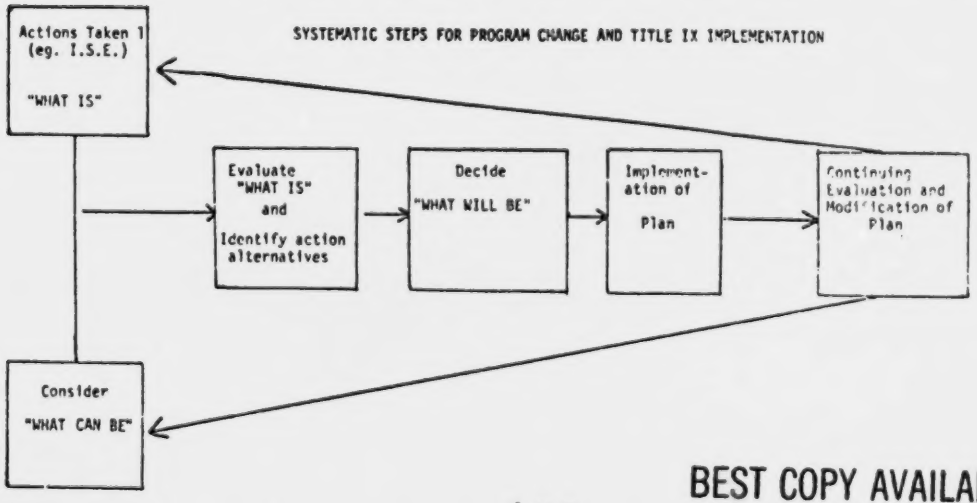
Developing a Model for Student Physical Education--A Summary of Continuums (Participant Worksheet 13-Secondary)

Establishing Action Strategies and Priorities (Participant Worksheet 14 - Secondary)

For facilitator use:

Newsprint and marker or chalkboard and chalk

A chart (on newsprint or acetate transparency) of Systematic Steps for Program Change and Title IX Implementation containing the following information:


SYSTEMATIC STEPS FOR PROGRAM CHANGE AND TITLE IX IMPLEMENTATION
Actions Taken 1 (eg. I.S.E.)
"WHAT IS"
Evaluate "WHAT IS" and Identify action alternatives
Decide "WHAT WILL BE"
Implement-ation of Plan
Continuing Evaluation and Modification of Plan
Consider "WHAT CAN BE"

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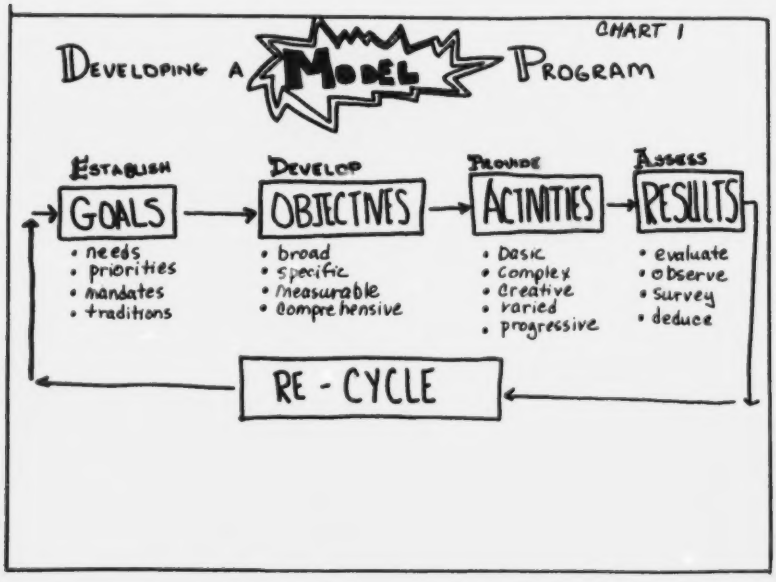
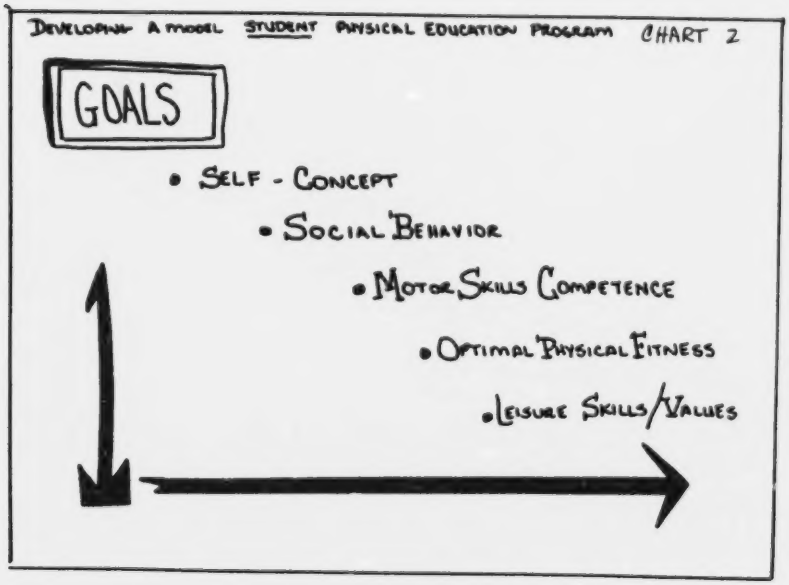
Charts (on newsprint or acetate transparency) of Model Program Development containing the following information:




DEVELOPING A MODEL STUDENT PHYSICAL EDUCATION PROGRAM CHART 2
GOALS
• SELF - CONCEPT
• SOCIAL BEHAVIOR
• MOTOR SKILLS COMPETENCE
• OPTIMAL PHYSICAL FITNESS
• LEISURE SKILLS/VALUES

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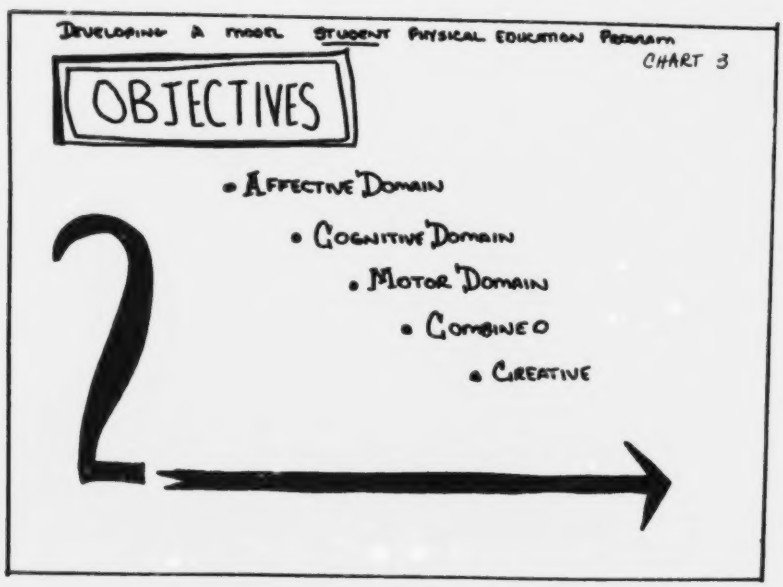
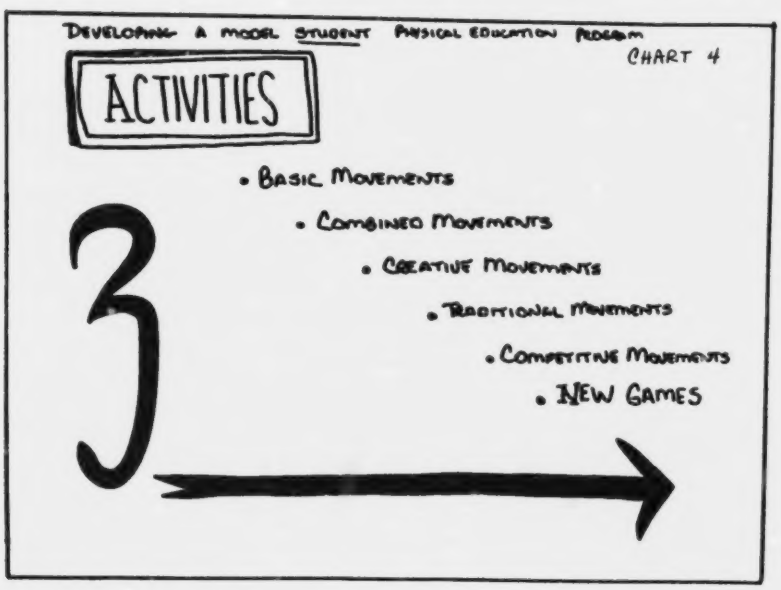
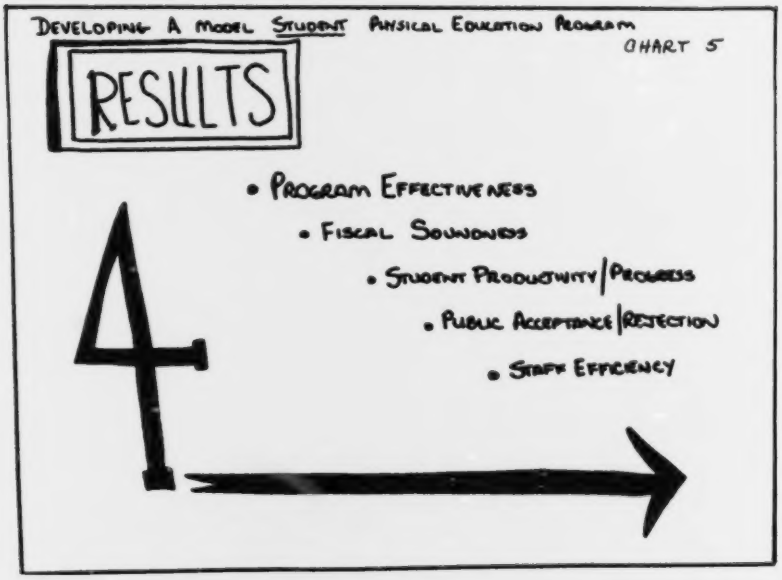






Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review the entire session outline and all participant materials

Review suggested lectures and comments and adapt them to fit unique needs of the group and facilitator style

Prepare the charts listed in "Materials Needed" portion of the session outline

PROCEDURE

A. Lecture — Systematic Steps for Program Change and Title IX Implementation - A Secondary School Physical Education Emphasis (10 minutes)

The purpose of this activity is to provide participants with a summary of previously completed activities and an overview of the change process.

The facilitator should welcome participants to the session, summarize the activities previously completed, and outline the activities to follow. Suggested comments are given below.

Suggested Lecture

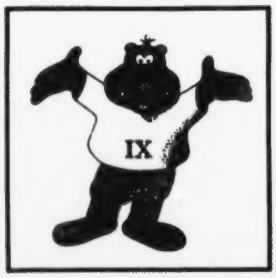
"Once we have mastered an understanding of the Title IX regulation and its implications for physical education programs, then we must move on to self-evaluation of our physical education programs, identification of existing discrimination, and the implementation of any corrective and remedial steps. We have discussed a change model and some of the skills for initiating effective change efforts.

"During this activity, we will review the change model, examine our own district's progress, and then spend time working through the application of the change model to the development of action steps for programs in our own communities.

"Before we move ahead to an examination of physical education programs, let's spend a few minutes reviewing the model for change which we began to explore in past activities."

The facilitator should refer to the chart entitled "Systematic Steps for Program Change and Title IX Implementation". Comments which might follow are given below:

"The first steps in the change process provide the data base for all programs/change decisions. One must know 'What Is' and 'What Can Be' in order to identify the areas where change goals should be formulated. Our goal for change is the difference between where we are and where we want to be, or between 'What Is' and 'What Can Be'.



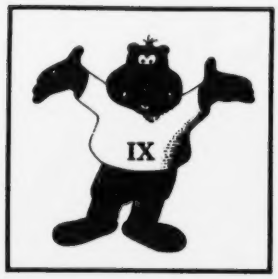
After we've assessed the needs for change, then we must identify the action alternatives so that 'What Can Be' becomes 'What Is'. During our session we will focus on both the assessment of discrepancies and the identification and review of alternatives that are available to us for physical education programs.

"As we work through the activities of the session it is important that we remember the distinctions which we have considered between the various types of sexist and nonsexist programs. You will recall that a violation of the Title IX regulation is an example of sex discrimination. The elimination of discrimination in physical education programs is required. The attainment of sex equity, however, calls for each of us to move beyond this to eliminate sex-biased behaviors and ensure that all of our behaviors and activities are sex fair and sex affirmative.

"It is important that we understand the relationship between these levels of programming and the quality of the services delivered to students. Although it is possible to have a low-quality program which is nondiscriminatory, it is difficult to conceive of an equitable program that doesn't also represent a high level of quality. As we move through the activities of this session, we will be examining both of these concerns--the need for equitable programs and the need for improving the quality of our programs. As we determine 'What Is' we inevitably will be considering the level of equity reflected in our programs as well as the quality of our programs.

"If we know 'What Is' and we can review a number of alternatives which represent 'What Can Be', we must then evaluate whether or not 'What Is' is discriminatory, biased, sex fair, or sex affirmative, and whether the program is minimal, optimal, or somewhere in between. Usually, when we use this model, we find that we want to retain the status quo, make slight modifications, or start from scratch and recreate the whole.

"Often the difference between 'What Is' and 'What Can Be' is so large that 'What Will Be' is, at best, a compromise or intermediary step leading to the optimal goal. This may be necessary when barriers of a temporary or permanent nature have to be overcome, avoided, or recognized as



irreconcilable. Examples of such barriers in secondary school physical education programs include: attitudes ranging from apathy to opposition, fiscal limitations, philosophical differences, and/or personal/community rejection of the basic concepts of sex equity. Regardless of the constraints, we must seek alternatives and develop a plan so that 'What Will Be' becomes obvious.

"If the decision regarding 'What Will Be' has been made, then the plan must be implemented, evaluated, and redesigned if necessary. You will note that this model allows for the constant recycling of the whole process so that self-renewal is ongoing.

"One of our most common oversights in implementing change plans is that we do not take the time necessary to evaluate our efforts and redesign them in light of our findings. Questions which we might use for evaluating whether our efforts to modify physical education programs are meeting our goals include the following:

Do students like the program as it is?

Have any desirable qualities of the program been lost as a result of being coeducational?

Have desirable qualities been enhanced by the coeducational approach?

Do pros outweigh the cons?

Is student productivity and learning evident?

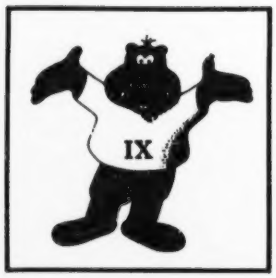
Are student needs being identified and met?

What factors are aiding the process?

What factors are hindering the process?

How can aids be more available and hindrances overcome?

Are members of the instructional staff enthusiastic, prepared, looking for new ways to challenge students?



What is the overall quality of the program as it is being organized and implemented?

Are there better ways to do what must be done?

"Once such questions are answered honestly, we can redesign the weak facets of the program and strive to improve the quality of our programs. Information may be gathered formally through surveys and questionnaires and informally through observation and open discussion. The objective of our evaluation efforts is to ensure that we are fully aware of the outcomes of our program in order to determine the changes which could improve the quality of services provided students."

B. Individual Activity: Program Diagnosis for Sex Equity (5 minutes)

The purpose of this activity is to provide participants with an opportunity to assess their school's efforts to achieve sex equity to date and to outline alternatives for the specific approaches which may be used in increasing sex equity in their schools. This is accomplished with the use of Participant Worksheet 8, Physical Education Assessment Inventory, and group discussion.

The facilitator may wish to introduce this activity with comments such as the following:

"As we reviewed the steps for change we identified the first step as the determination of 'What Is'. There are many ways to assess the needs of physical education programs. We're going to be using an instrument which contains fifteen scales to determine 'What Is' in six areas:

Title IX procedural requirements
Goals and objectives of physical education
Physical education curriculum
Student groupings
Instructional procedures and techniques
Student evaluation

Page 18

"Please find Worksheet 8 in your Participant Workbook. It is entitled, "Physical Education Assessment Inventory".

We're going to ask you to take about five minutes to read through the instrument. As you read through the instrument the first time, please mark an 'X' on that point of the scale that best represents your district's position at this time. This should reflect your best estimation of 'What Is'. Then review the scales a second time. This time, please place an 'O' on that part of the scale that represents where you would like to see your district's physical education program. The second mark is your estimation of 'What Can Be' in your district.

"Any questions?"

The facilitator should answer any questions regarding the completion of the assessment form, and allow the group about five minutes to complete the task.

C. Large Group Discussion (10 minutes)

After the participants have finished their task (about five minutes), the facilitator should instruct the participants to connect the "X's" down the page and the "O's" down the page. This will indicate if there is a consistency or discrepancy within an area. The facilitator should lead a brief discussion to look for patterns of discrepancies among the participants' data. Remember, the primary goal of this exercise is to provide information to each individual participant regarding the discrepancies in their perceptions of "What Is" and "What Can Be". The following are questions that could be used to help participants prove and question their own responses and the attitudes behind the data:

In what areas were the largest discrepancies?

Were the discrepancies consistent throughout a category (e.g., Title IX procedural requirements, student groupings)?

Did any of the discrepancies (or lack of them) surprise you?

Does the information suggest the need for extensive change in order to achieve sex equity? How might

your district go about this?

The facilitator might conclude this activity by saying:

"The instrument which you've just used provides one method of initiating change efforts with other groups. You might find it useful to ask everyone in your department to complete the instrument and then discuss the various perceptions of 'What Is' and 'What Can Be'. As you build a composite picture of 'What Is' and 'What Can Be' you have a baseline for initiating change efforts.

"You might also use this type of instrument with representatives of your other 'publics'--the board of education, parents, central office staff, etc. The facts revealed by such an exercise could serve as a basis for establishing an understanding of the optimal goals desired by the school or district as it goes about complying with Title IX. It can also, if answered honestly, give insights into the troublesome areas for which special strategies will have to be developed and implemented if sex equity is to be achieved."

D. Small Group Activity: Building a Sex Equitable Physical Education Program (20 minutes)

The purpose of this activity is to move the participants from an assessment of the discrepancies or areas of perceived need to an understanding of the program skills which are necessary for change. Participants will be asked to develop model plans for sex equity using Participant Worksheets 9-12 as a guide for their efforts. The facilitator may wish to open the activity with comments such as the following:

"Once we've identified the discrepancies or our perceived needs for change, then it's essential that we review the alternatives from which we have to choose. When we think of physical education programs, we can identify four categories of characteristics for designing and describing such programs. These include:

The available options for organization of the curriculum: We can organize the curriculum around

a core, elective, channeled elective, core-prescriptive, or combination curriculum. There are advantages and disadvantages to each of these, and each of these has implications for sex equity.

The basic orientation of the physical education curriculum: Physical education programs may be sports centered, fitness centered, social skills centered, or combined program centered. Again, each of these orientations has implications for sex equity efforts.

Scheduling of classes and facilities for physical education programs: The Title IX regulation requires coeducational classes but does not prescribe the scheduling procedures. Our selection of a scheduling procedure may affect the enrollment patterns of female students and male students.

Evaluation of students in physical education programs: Our determination of the methods and procedures of student evaluation is a critical element in the provision of sex equity.

Pages 23, 25, 27, 28.

"Please find Participant Worksheets 9, 10, 11, and 12. Some of the available options for each of the characteristics of physical education programs are described on these worksheets. While Title IX does not dictate which of these options (or other options you may develop) should be put into practice, it would seem useful for us to examine each of them so that we may make a better determination of the options that would best serve the needs of our students and our schools. Our goal is to develop the best possible program--free from gender bias, in compliance with the Title IX regulation, and directed to meeting the needs of all students, female and male.

"At this time we're going to ask you to form groups of four. As you meet in your small groups you'll be working as a committee, appointed by your local school board to make recommendations regarding the design of a physical education program--one that will be both educationally sound and one that will reflect standards/procedures which are most likely to provide sex equity.

"Would those of you who are interested in programs for middle school or junior high age students move to this area (specify a place in the room), and those of you who are interested in senior high programs meet in this (specify an area) area of the room. When you have formed a group with three other persons, would you please do the following:

Introduce yourself to the other members of the group.

Quickly review the various options for physical education programs which are outlined on Participant Worksheets 9-12.

Page 29

Find Participant Worksheet 13. You will see a summary of the various program options listed on a series of scales. Mark those points on the scales which you would select for the development of a model physical education program for sex equity by marking 'X' at the appropriate points.

After you've made your decision individually, then discuss the reasons you made the selection that you did with the other group members.

Finally, as a group, formulate the recommendations which you would make to a school board for sex equitable physical education program. You will note sheets of newsprint and markers are available for each group. As you make decisions regarding the characteristics of your model program, you may wish to outline the parameters on newsprint so that you can report the outcomes to the total group.

"You will have about fifteen minutes to consider the options and begin to formulate a plan. As you discuss each option, try to consider:

Is the option consistent with the principles of Title IX?

What are the advantages of this choice for increasing sex equity in programs?

What are the potential sources of discrimination or bias which may result from implementation of this option?

The facilitator(s) should assist participants as they move into small groups and remain available to small groups for answering any questions or clarifying any concerns.

After participants have had about fifteen minutes to design their model physical education programs, the facilitator should reconvene the total group.

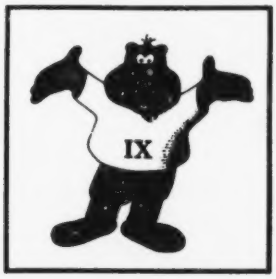
E. Large Group Discussion (10 minutes)

After the small groups have reconvened, the facilitator should lead the group in a reporting of their plans and a discussion of the observations and consensus which may have been made during the small group discussions. This may be facilitated by asking the groups to post their newsprint and give a short report of their discussion.

When the small groups have reported, the facilitator should close the activity with comments such as the following:

"Thus far, you've assessed the efforts of your district to achieve sex equity and during this activity, you've reviewed numerous alternatives for increasing sex equity in your programs. Before we move on, look at Participant Worksheet 13 and review the scales once again. This time, however, place a check mark at the points which describe your present physical education program. How do these differ from the 'X's' already marked on the scales? Finally, select the scale which you would most like to see changed in your program. As we begin to move into action planning, this provides a baseline for the determination of your action goal."

The facilitator should allow time for any questions or comments before moving on to the next activity.



F. Lecture — Characteristics of a Model Program (3 minutes)

"You've now had an opportunity to review sex equity in your programs in a number of ways. We examined the possible discrepancies between 'What Is' and 'What Can Be' in several ways. We hope that it is becoming evident to each

of you that there is no way to consider sex equity without examining the overall quality of the physical education program provided. The Title IX requirement for self-evaluation and the need for continuing review and monitoring of our programs provides an important opportunity to upgrade all aspects of our programs.

"Look back now to the worksheets we used during the last activity. Once again, ask yourself 'Is this where my program really is? If so, is it where our program should be? If not, what would it look like?

"How do you develop a model program? Well, you start with 'What Is' and move to 'What Can Be'. Considerations under 'What Is' may be those on your summary sheet or others thought to be appropriate. The scheme might look like this:"

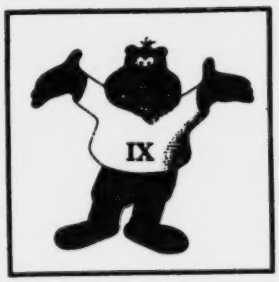
The facilitator should now direct participants' attention to Model Program Development Chart 1 as s/he describes the information.

DEVELOPING A MODEL PROGRAM

Establish Goals	Develop Objectives	Provide Activities	Assess Results
Needs	Broad	Basic	Evaluate
Priorities	Specific	Complex	Observe
Mandates	Measurable	Creative	Survey
Traditions	Comprehensive	Varied	Deduce
		Progressive	

RECYCLE (Chart 1)

"A model program is whatever those involved in its creation envision and then make happen. That's probably why we have every range of program possible represented in this room... in this nation. Those founded on teachers' biases...those founded on hard data so as to reflect response to student needs...those somewhere in between. Is Title IX designed to make all programs alike? How you get to your 'model program' is your prerogative. You just have to be there by July 31, 1978."



The facilitator should direct participants' attention to Chart 2.

DEVELOPING A MODEL STUDENT PHYSICAL EDUCATION PROGRAM

Goals:

Self-concept

Social behavior

Motor skills competence

Optimal physical fitness

Leisure skills/values (Chart 2)

"Establishing goals may be the easiest task of the four outlined on Chart 1, for the literature is prolific, and the general areas of concern are, by tradition, fairly common for both sexes. The goals you see on the chart are taken from the California Framework for Physical Education, published in 1973."

The facilitator should direct participants' attention to Chart 3.

DEVELOPING A MODEL STUDENT PHYSICAL EDUCATION PROGRAM

Objectives:

Affective domain

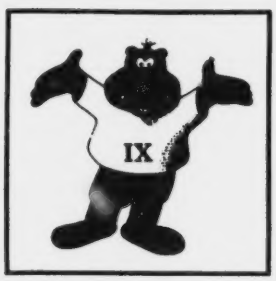
Cognitive domain

Motor domain

Combined

Creative (Chart 3)

"Striving to work with the 'whole' child and seeking to serve the multidimensions of each personality present never-ending challenges. Avoiding the formation of sex discriminatory objectives can be accomplished if the objectives you determine are themselves free from sex-stereotyping biases."



The facilitator should direct participants' attention to Chart 4.

DEVELOPING A MODEL STUDENT PHYSICAL EDUCATION PROGRAM

Activities:

Basic movements

Combined movements

Creative movements

Traditional movements

Competitive movements

New games (Chart 4)

"Looking at different ways to approach movement activities can sometimes help avoid the clash of opinions which are steeped in stereotyped beliefs. Moving from basic to creative to new games and organizing activity participation in humanistic ways such as Don Hellison's 'hit and giggle volleyball' or 'blood and guts soccer' can help revitalize programs as well as helping to achieve sex equity."

The facilitator should direct participants' attention to Chart 5.

DEVELOPING A MODEL STUDENT PHYSICAL EDUCATION PROGRAM

Results:

Program effectiveness

Fiscal soundness

Student productivity/progress

Public acceptance/rejection

Staff efficiency (Chart 5)

"Because of past program discriminations or dissimilar points of emphasis, evaluation procedures applied to student progress may be 'tricky'. Time is provided, however, for the equalization of evaluation as it relates to physical activity. Districts will need to think of creative ways to measure progress as opposed to blanket expectations of all students.

"This, of course, leads to RECYCLING and the renewal of programs."

G. Questions and Answers (2 minutes)

The facilitator should provide an opportunity for questions and answers about any aspect of this subgroup session.

H. Individual Activity: Establishing Action Strategies and Priorities (4 minutes)

The purpose of this activity is to ensure that participants give some attention to the initial development of action plans for increasing sex equity in their physical education programs.

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The facilitator should open this activity with comments such as the following:

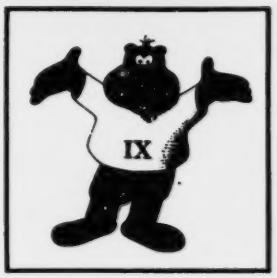
"If you'll find Participant Worksheet 14 entitled, 'Establishing Action Strategies and Priorities', we are going to begin to synthesize the various types of information which we've discussed during this session. Would you please think back on the various activities of this session and answer the questions on this worksheet. This should take about three to four minutes. When you've finished, please turn to a person sitting near you and quickly share your plans."

Allow three or four minutes for the completion of the worksheet. If participants are not moving into paired discussions, urge them to find a partner and compare their responses.

I. Paired Discussions (4 minutes)

Encourage participants to meet with a partner and share their responses. This sharing of preliminary action plans is an important device for helping participants begin to formulate specific action goals.

J. Summary Comments (2 minutes)



The facilitator should reconvene the total group. Summary comments such as the following would be appropriate:

"The objective of this session was to explore the issues of sex equity as they relate to secondary physical education programs. We've reviewed and expanded a model for change, assessed sex equity in physical education programs, examined specific options for physical education programs, and initiated plans for change in our programs. Hopefully, we have also come to understand that we can use the requirements of Title IX as a positive vehicle for program/process evaluation and improvement. If this is done, then we have not only worked to achieve sex equity, but we have also improved the quality of physical education programs. We will now reconvene with the Elementary group for the final activities.

PHYSICAL EDUCATION ASSESSMENT INVENTORY

WHAT IS WHAT CAN BE

Responses to the implementation of a sex equitable physical education program can take a variety of forms. The district response may vary from ignoring the issues of sex bias and sex discrimination, to complying with the bare minimal requirements of Title IX (and other anti-discrimination legislation), to implementing a program of genuine sex equity.

The following instrument is designed to help you assess the level of response of your district to the issue of sex equity in physical education. By completing this instrument twice you can assess the current level of district response ("what is") and also assess the response level that you would like to see--your estimation of "what can be".

The instrument is divided into six categories:

Title IX Procedural Requirements

Goals and Objectives of Physical Education

Curriculum

Student Grouping

Instructional Procedures and Techniques

Student Evaluation

INSTRUCTIONS

Complete this instrument twice. The first time through, place an "X" on that portion of the continuum that best respresents your district's position right now. This perception should reflect your best estimation of "what is". The second time through, place an "O" on that part of the continuum that represents where you would like to see your district regarding that issue. This second mark is your estimation of "what can be" in your district.

Adapted from: Enberg, Mary Lou. Tracking Equal Opportunity in Physical Education Recreation, Athletics. (Olympia, Washington: Washington Department of Public Instruction), 1977.

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PHYSICAL EDUCATION INVENTORY

"What Is" "What Can Be"

TITLE IX PROCEDURAL REQUIREMENTS

1.	Make a statement of intent to comply without a formal self-evaluation	Perform a self-evaluation	Perform a thorough self-evaluation to see where inequities exist in physical education opportunities, access and programming
2.	Determine compliance or non-compliance by executive action	Establish committee with responsibilities to determine compliance status but no power to affect changes, except to make recommendations	Establish committees which include students and have the power and responsibility for analysis and formation of long range plans for equity in programs and facilities
3.	Establish student interests by deciding what is best for them	Administer but ineffectively utilize student surveys	Administer and use student interest surveys to evaluate physical education experiences and to choose options for programming
4.	Wait until complaints have been filed with the Office for Civil Rights before considering program changes	Wait until 1978 to make adjustments where obvious inequities exist	Systematically plan for and continually reassess physical education and recreation offerings to match student needs and interests

GOALS AND OBJECTIVES OF PHYSICAL EDUCATION

5.	Continue sex-segregated program	Assume that it is "business as usual" with only a change in clientele	Review and rethink the goals and purposes of physical education in your district in light of the mandate of sex equity

6.

Concentrate on the physical needs of students and let the psychological needs be taken care of elsewhere	Expect that psychological needs will be met from the nature of the program and your own warm personality	Pay special attention to psychological security of students participating in a new kind of experience

CURRICULUM

7.

Provide sex-integrated programs based on the concepts traditionally provided in the "boys' curriculum"	Modify the curriculum, mixing the activities traditionally provided in the "boys'" curriculum and the "girls'" curriculum	Redesign the curriculum to ensure that all students are exposed to a variety of skills and the quality of the program is improved

8.

Consider physical education as "playtime" without need of a structured curriculum	Continue the major emphasis on psycho-motor competence	Recognize the integrated class as a new opportunity for enhancing the cognitive and affective as well as the psycho-motor domain

STUDENT GROUPING

9.

Conduct separate activities for girls and boys in two groups within the same classroom or area	Provide for some sex-integrated activities but keep students segregated during all contact sports activities	Conduct all activities on a sex-integrated basis including skills practice for contact sports and team activities where ability and safety considerations permit

10.

Do not allow any activities to be conducted in sex-integrated settings	Adhere to the rules, assuming that everyone has a need to participate by the standard rules	Modify or have students suggest modifications of activities to allow for participation by a wide skill range

11.	Ability group by sex by assuming all females would exhibit lower levels of skill than all males	Retain traditional ability tests which may or may not discriminate on the basis of sex	Develop and/or adopt tests which will divide students into skill groups for those activities in which skill is the important factor for safety or for enjoyment

INSTRUCTIONAL PROCEDURES AND TECHNIQUES

12.	Continue current teaching procedures and techniques in sex-segregated classes	Continue current teaching procedures and techniques in sex-segregated classes	Survey effectiveness or ineffectiveness of teaching procedures and techniques for combined classes
13.	Allow the continuation of teaching patterns of males teaching males, and females teaching females	Mandate team-teaching assignments	Renew or develop team teaching skills so that integrated classes can be organized with provision for interest and skill level
14.	Merge the girls' physical education department and the boys' physical education department "on paper" but retain the separate structures of the departments	Merge the girls' physical education department and the boys' physical education department and provide for common office areas, access to equipment, and administrative procedures	Merge the girls' physical education department and the boys' physical education department and initiate team building efforts which provide a common administrative and curriculum frame of reference

STUDENT EVALUATION

15.	Establish a single standard for student evaluation for females and males	Establish separate evaluation standards for females and males without assessing the degree to which females or males could meet the standards	Establish different evaluation standards for students on the basis of their ability, effort, and progress

Participant
Worksheet 9
(Secondary)

PHYSICAL EDUCATION PROGRAM OPTIONS AND IMPLICATIONS

PROGRAM	CHARACTERISTICS	SEX EQUITY IMPLICATIONS
1. CORE	1. All units of instruction are required of all students. Students move through a predetermined series of units. May or may not be ability grouped. Accommodates teacher skills and interests; prescribes student interests or needs.	• may not accommodate student interests • possible conflict areas--wrestling, dance, etc. • if units of instruction are traditional, ability grouping may be needed • need for staffs to agree on student needs
2. ELECTIVE	2. Possible units of instruction are posted and students elect through interests or ability. Wide diversity of offerings possible. May accommodate student needs, interests and/or teacher skills, interests.	• may lead to principally recreationally oriented programs • unless stranded (i.e., Novice, Experienced, etc.) may exclude some activities because of feelings of inadequacy • allows for complete sex-traditional choices with no sex-crossovers in activities (i.e., easy to keep status quo) • harder to justify at the lower levels (e.g., elementary school)
3. CHANNELED ELECTIVE	3. Possible units of instruction are posted and students elect in response to predetermined "goals," i.e., two team sports, three individual sports, one aquatics, one dance, one conditioning, one combative, etc. May or may not be stranded.	• allows for the establishment of identified program goals and for some student interest fulfillment • may be too flexible to assure sex-integrated classes • better success if stranded

PROGRAM	CHARACTERISTICS	SEX EQUITY IMPLICATIONS
4. CORE/PRESCRIPTIVE	4. Students are pretested in a fundamentals class and then guided toward programs designed for their needs--may enter the core (correctives emphasis) or the channeled elective (meet basic requisities, then elect according to interest) or the free elective (gaming/participation emphasis). Requires more teacher agreement, organization, and diversification.	• staffs must agree on pretesting areas of emphasis and standards of performance • student needs are identified and served individually or in like groups • more difficult to administer than other options
5. COMBINATION--INDIVIDUALIZED--DIVERSIFIED	5. Any/all of the above combined or redesigned to fit the specific needs of the local setting. Contract learning offered on an individual basis. Units with vocational education emphasis, peer teaching, cross age teaching, performing fine arts orientation, and integrated curriculum (body as a laboratory) units possible.	• easiest of options to implement sex equity • complex to organize and conduct with small staff

From: Landers, Barbara. Title IX Phase III, ... Alternatives for Improving Programs ... (Sacramento, Calif.: State of California Department of Education) March 1977.

Participant
Worksheet 10
(Secondary)

BASIC ORIENTATIONS TO PHYSICAL EDUCATION PROGRAMMING

ORIENTATION	CHARACTERISTICS	SEX EQUITY IMPLICATIONS
Sports Centered	primarily offers units of instruction in predetermined sports areas	• biased in favor of males who are socially predisposed to the competition • may not meet the interests of students • is of limited lifetime usefulness for both females and males • teaches important social skills
Fitness Centered	sets physical performance goals in all fitness areas and establishes how staff will project these to students--required obstacle courses, units in body conditioning, etc.	• is sex-blind (same goals for both males and females) • may be limited in lifetime fitness preparation • may be limited in reaching other than psychomotor competency goals • may initially favor males over females
Social Skills Centered	sets a recreational environment and allows students to schedule activities of their own choice	• may perpetuate a sexist (illegal) status quo • provides a lifetime competence atmosphere • needs structure to assure effective as well as psychomotor functions are fulfilled • may be difficult to organize

ORIENTATION	CHARACTERISTICS	SEX EQUITY IMPLICATIONS
Combination (example)	establish a core requirement in motor ability areas, schedule all students into the fundamental class for self-evaluation; move those with high skill level into a gaming track (elective); those with instructional needs into a basic track (predetermined); those with remedial needs into an adapted track (rehabilitively oriented); and those with interests skills and maturity into a leadership/vocational/services track (special units emphasis).	• staffs must agree of core requirements • complex to organize and conduct with small staff • allows for an atmosphere of "individual as important human being"

Adapted from: Landers, Barbara. Title IX Phase III ... Some Alternatives for Improving Programs ... (Sacramento, Calif.: State of California Department of Education) March 1977.

Participant Worksheet 11 (Secondary)

SCHEDULING OF CLASSES AND FACILITIES FOR PHYSICAL EDUCATION PROGRAMS

OPTION	SEX EQUITY IMPLICATIONS
1. Schedule approximately the same number of boys and girls into each physical education teacher's class	• teachers would keep this group of students for semester or year • if student registered, male students might select male teachers and females select female teachers • requires broad teaching expertise on the part of staff
2. Schedule approximately the same number of boys and girls to "staff" by period. Multiple options are available to students within the class	• solves the student reservation • if teachers assign students, activity must be • if students select activities, all activities must be open to both boys and girls • in contact sport activities, students may be separated by sex within the class
3. Schedule students to physical education by elective subject areas (badminton, volley ball, for example). These classes must be open to both boys and girls	• allows for greater staff specialization • tendency for students to gravitate toward sex-traditional activities only • may have to be stranded to allow for a wide variety of skill levels
4. Schedule approximately the same number of boys and girls to "staff" by period. Assignment of students to activities is controlled by staff	• mandates that activities be stranded (i.e., Novice, Intermediate, Advanced) • student groupings, on the basis of ability, need to utilize specified standards of individual performance

Adapted from: Landers, Barbara. Title IX Phase III, ...Alternatives for Improving Programs ... (Sacramento, Calif.: State of California Department of Education) March 1977.

EVALUATION OF PHYSICAL EDUCATION STUDENTS

OPTION	CHARACTERISTICS	SEX EQUITY IMPLICATIONS
ONE DEPARTMENTAL POLICY	The members of the P.E. department agree on all facets of evaluation and the policies are applied equally to all students; i.e., 20% for preparation, 35% for participation, 45% for skills/cognitive growth, method of earning points, etc.	• assumes thal all students begin in the same place • is subject to individual staff interpretation • measurement is not regulated • does not allow for individual focus, which may reflect negatively on females who start out behind males
COMPETENCY BASED EVALUATION	Competencies for various units are predetermined. Instruction is directed toward the development of these competencies. Evaluation is on student progress or retention of high skill/cognition ability	• very conducive to individualized instruction • subject to individual staff interpretation in administration of tests
ACADEMIC FREEDOM	Staff members are allowed to establish their own evaluation schema for the units they teach	• allows a great deal of staff latitude • does not provide for program consistency
COMBINATIONS OF THE ABOVE	Departments have one set of evaluation policies for all basic instruction units (core), allow academic freedom for special courses (cross-age teaching, life saving, WSI, performing dance, etc.), establishing competency based criteria for electives, etc.	• more difficult to organize and control • allows flexibility for staff

Participant Worksheet 13 (Secondary)

DEVELOPING A MODEL FOR STUDENT PHYSICAL EDUCATION—A SUMMARY OF CONTINUUMS

Age span: Middle Junior Senior (Circle one)

1. SEX EQUITY

No commitment	Accept concepts with reservations	Accept Concepts But will "Wait and See"	Ready to make necessary changes	Full commitment

2. PROGRAM FOCUS

Teachers' choice	Sports centered recreational emphasis	Sports centered instructional emphasis	Fitness centered	Sports and fitness centered	Concept/values centered	Combination of child needs centered

3. PROGRAM OPTIONS

Core	Elective	Channeled elective	Core/Pre-scriptive	Combination/ Individualized-Diversified	Stranded to reflect student needs

4. SCHEDULING

Block schedule "Take all comers"	Block schedule Group by ability once in the gym	Selective scheduling (college format) minimal offerings	Selective scheduling (college format) diversified offerings	Prescriptive scheduling (in accordance with identified needs)	Combination scheduling (stranded)

5. EVALUATION

No policy Academic freedom	Pre-determined policy-the same for all activities	Pre-determined policy - in accordance with course objectives	Competency based evaluation	Combinations in accordance with stranded requirements

Participant
Worksheet 14
(Secondary)

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ESTABLISHING ACTION STRATEGIES AND PRIORITIES

1. Please list the level for which you intend to develop strategies and priorities (individual, school, or district) for change.

2. Select the most critical area of concern/problem you face in implementing Title IX at this level and note it below: (e.g., personal attitude, existing school program, discriminatory district policy, etc.)

3. Using the item noted in 2 above, complete the following analysis:

   What is?

   What can be?

   What will be?

4. List one constraint which could thwart your effort and a strategy you could employ to overcome the constraint listed.

Constraint	Strategy for Overcoming

5. Indicate an outcome which would help you determine when you have effectively implemented your plan.

6. What other concerns/problems would have to be treated in order to achieve sex equity?

ACTIVITY 7

ACTION PLANNING FOR SEX EQUITY

Activity Agenda:

A. Total Group Reporting (15 minutes)
B. Lecture--Individual Action Planning (10 minutes)
C. Individual Activity: My Action Plan (10 minutes)
D. Small Group Discussion (10 minutes)
E. Large Group Discussion (5 minutes)

Purposes of the Activity:

To provide participants with an opportunity to share experiences from the elementary and secondary groups

To provide participants with an overview of action planning

To provide participants with an opportunity to develop initial change plans

Materials Needed:

For participant use:

My Action Plan (Participant Worksheet 15)

Suggestions for Action Steps (Participant Information Sheet 16)

For facilitator(s) use:

None

Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review this outline and the participant materials

Review the suggested comments and lecture and adapt them to accommodate unique group needs and facilitator style

PROCEDURE

A. Total Group Reporting (15 minutes)

The purpose of this session is to create a climate for informal sharing of the activities of the elementary and secondary level physical education sessions and to begin consideration of the development of initial action plans.

The facilitator should open the session with comments such as the following:

"You've been meeting apart as two separate groups to consider some of the Title IX and sex equity concerns as they specifically relate to elementary and secondary level physical education. Let's take a few minutes to review the sessions.

What kinds of things went on in your sessions?

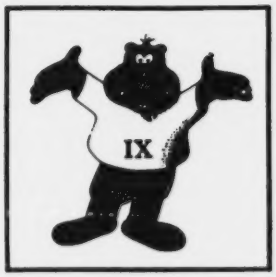
What questions or concerns remain in your minds?

What follow-up actions are suggested?

The facilitator should use this group processing as an opportunity to re-establish a common frame of reference for the total group. If the time is being used productively, the full fifteen minutes should be devoted to this activity. If not, the facilitator should feel free to move into the next activity.

B. Lecture – Individual Action Planning (10 minutes)

"We have focused on the issues of sex equity as viewed from the perspective of physical activity personnel. Primary attention has been given to the implications of sex equity for the structure and operation of physical education programs. We know, however, that physical education programs do not operate apart from the total school or the community. If changes are to be made, it will be necessary to interpret the need for change and to involve other groups such as board members, administrators, other staff, students, and the larger community. If we are to attain sex equity, it will necessitate our moving out and carrying out the various forms of public relations that are needed.



"How would we, as individuals, get on with this necessary 'PR'? We begin with ourselves. We begin with our own internalization of the concept that each child is a human being and that each and all educational opportunities should be available to each child, no matter what sex. Once we've internalized this concept and made the changes we must make as individuals in our own way of thinking... our own way of acting, then we will be individual role models for others to view and follow. This individual role modeling is the first and most lasting public relations image we have.

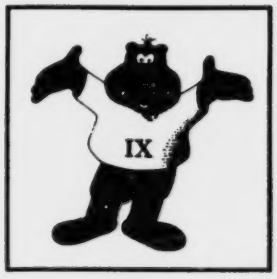
"Do we begin to give lip service to equality and then continue to allow, lead, or organize in a discriminatory or biased fashion? Do we accept the law except for the part...any part that is disagreeable to our own vested interests?

"After personal internalization and action, then we must take it one step further--that of the involvement of others. Our involvement may take the form of working with students and student groups to increase their levels of awareness and to involve them in the changes which must be made. Our involvement may mean taking the time to inform parents about the need for sex equity and the potential for positive outcomes. Or our involvement may mean working with our colleagues in interpreting the need for sex equity. Each of these forms of involvement make up our own 'PR' programs."

"Who has responsibility for this 'PR' thing? EVERYONE must be in the act if PR is to be positive...if change is to occur we must COMMUNICATE effectively.

"The message(s) we project as individuals will serve as the force for change...in our actions as individuals--in our actions as composite groups--in our actions as a whole ...Each of us starts from a different capacity and projects messages to those we influence...What messages do we send?

"As individuals, are we projecting a real belief in equity? As professional educators are we making day-to-day decisions and actions equitable ones? As professional leaders, are we becoming change agents who act with confidence and not from a base of fear? Are we able to rally our colleagues,



educate our students, relate to our publics in a positive way regarding equity matters--all equity--sex, race, or class?

"As voting delegates in our professional groups or as people who influence voting delegates, are we making change occur in athletics by-laws, schedules, policy so that sex equity can be achieved--at least on paper?

"And, finally...as people who want to 'make a difference', can we? Can we get beyond paper compliance to the point of implementing the spirit as well as the letter of the law?

"One thing is sure--PR happens--if it is to be CONSTRUCTIVE, it must be planned...if it is to be DESTRUCTIVE, it will just happen. Planning increases the likelihood of our success in our efforts to attain sex equity."

C. Individual Activity: My Action Plan (10 minutes)

The exercise is designed to give participants a chance to develop an active plan which can assist them with the process of change. Participants are asked to develop goals and objectives, specify appropriate actions and establish timelines for change. The following instructions should be given:

"As we begin to think about our 'PR' responsibilities, we are inevitably faced with the need for planning the types of actions which we need to take. As we begin to think about the change, it is important that we remember the various levels where changes may be made. Within our classes/teams we can begin to work with students in ways which ensure a positive role modeling of sex-fair and sex-affirmative behaviors. Within our schools we can work with administration and other faculty to build a climate of awareness and positive action. And last, but not least, within our communities and professional associations, we can provide leadership necessary for change.

"These outcomes will not happen without planning and effort. Please find Participant Worksheet 15 entitled,

'My Action Plan'. The worksheet is designed to provide a method of planning those changes which are needed to achieve sex equity. If you will also find Participant Information Sheet 16, 'Suggestions for Action Steps', you will note a listing of the types of action steps which you can take in your departments, your schools, your community and your professional associations. Please review the list of possible action steps quickly, as a means of thinking about the various types of action which may be taken. Then, complete Participant Worksheet 15, which provides a method of planning the actions you wish to take. You'll have about ten minutes to begin to formulate your plans and then spend a few minutes sharing those plans with others in a small group."

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The facilitator should move about the room to be available to answer questions or make suggestions.

D. Small Group Discussions (10 minutes)

After participants have had an opportunity to complete Participant Worksheet 15, they should be asked to form groups of four. The primary objective of the small groups will be to encourage the sharing of action ideas and for gaining suggestions as to how they might be implemented. Comments such as the following would be appropriate:

"Now that you've had an opportunity to identify some personal action plans, we'd like you to form groups of four persons, then share your goals and the actions which would be necessary for carrying them out. As you discuss your plans, it is useful if you listen carefully to others and help them clarify their goals, offer suggestions of resources or action when appropriate and provide any other 'pointers' that would be useful."

The facilitator should be available to assist in the formation of groups, the identification of objectives, or the provision of relevant information.

E. Large Group Discussion (5 minutes)

After the groups have had an opportunity to share ideas, the facilitator should reconvene the total group and conduct the discussion. Questions which would be appropriate are:

What types of action plans did you identify?

What barriers do you anticipate in carrying these out?

What supports do you have for accomplishing your goals?

What observations do you have at this point?

The facilitator should not "force" these questions, but allow for any relevent comments or observations.

Participant
Worksheet 15

MY ACTION PLAN

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1. Write down two objectives for implementing Title IX and attaining sex equity in physical activity programming which you would like to see accomplished. One should be within your own individual sphere of responsibility; the other should be directed toward achieving sex equity within one of your organizational levels (e.g., department, school, community, professional organization).

   A. Within my classroom/team I would _____

   _____

   _____

   B. Within my department/school/community professional association I would _____

   _____

2. Of the two objectives, which would you most like to accomplish at this time? _____

   _____

3. What are the major barriers that you will encounter in working toward accomplishing your objective?

   A. _____

   B. _____

   C. _____

4. What supports will you have in working toward accomplishing your objective?

   A. _____

   B. _____

   C. _____

5. After this analysis, do you still feel that attaining this objective is possible? If so, move ahead with developing your plan. If not, go back and select your other objective.

6. What resources do you need for achieving your objective?

   A. Knowledge/Skills: _____

   _____

   B. Money: _____

   _____

   C. People: _____

   _____

7. List the specific action steps you need to take to achieve your objective. Include who has the responsibility for taking the step and the date by which it should be completed. Write those in chronological order.

	Action Step	Person Responsible	Date
A.	_____	_____	_____
B.	_____	_____	_____
C.	_____	_____	_____

8. How will you evaluate your action plan and at what point will you do so?

   _____

   _____

9. How will you let others know about your action plan and its outcomes? _____

   _____

SUGGESTIONS FOR ACTION STEPS

The following action ideas are suggestions which may stimulate your thinking as you complete your action plans. Suggestions are provided for actions you can suggest to support sex equity in your department/school, your school district, your community, and your professional associations.

DEPARTMENT/SCHOOL LEVEL

Make sure that your department members are knowledgeable about the requirements and options of the Title IX regulation, and the goals and objectives of your departmental implementation plan for providing sex equity in physical activity programming.

Determine whether or not your department knows the extent to which sex bias and discrimination exist in your instructional/coaching area. If not, you can work with colleagues to make this determination. If you already know, use this information to develop goals and objectives for its elimination.

If your department has progressed further than some physical activity departments in the system, offer to share some of your resources to assist others in moving ahead. If your department hasn't progressed as far as others, seek out those you think can help and ask for their assistance.

Develop procedures to ensure that students that choose non-traditional areas within your department receive whatever support they need to experience success.

If your physical education and/or athletics department is being merged from "Male and Female" to "Student", monitor the transition to see that sex discrimination and bias are not involved in the merge.

SCHOOL DISTRICT LEVEL

Make sure your district has met the basic procedural requirements of Title IX: enacting a policy of non-discrimination on the basis of sex, appointing a Title IX coordinator, establishing a grievance procedure, and disseminating this information to staff and students. Your district should have also conducted a self-evaluation to determine the extent to which it is in compliance with Title IX.

Make suggestions to the appropriate persons regarding possible policy and program modifications that would achieve sex equity in physical activity programming.

If you have expertise in the area of eliminating sex discrimination and bias in physical activity programs, offer your services to the district and your colleagues. If, on the other hand, you need some assistance in the area, seek out others on the staff who may have such expertise or ask your administration for assistance.

Make sure that someone knowledgeable about sex equity in physical education programs is represented on all school committees.

COMMUNITY LEVEL

Make sure that the administration has informed the community of its plans and rationale for changing physical activity programming.

To the extent necessary, prepare students for any difficulties they might encounter in picking a non-traditional athletic or activity option.

Work with your counseling department to inform parents of students of the rationale for changing physical activity programs.

Work with supportive community groups (i.e., Booster Clubs) to ensure their continued support of physical activities without regard to the sex makeup of team/activity.

Hold an open house with students working in sex-integrated activities so that parents can observe how it is accomplished.

STATE/REGIONAL/NATIONAL ASSOCIATIONS

Examine the constitution and operational guidelines for evidence of sex discrimination, and if discovered, propose steps to eliminate such discriminination.

Determine whether leadership positions within your association are held by both female and male members. If not, work within the organization to bring about a more equitable sharing of power.

ACTIVITY 8

EVALUATION AND SUMMARY

Activity Agenda:

A. Workshop Evaluation (5 minutes)
B. Summary and Closing Comments (5 minutes)

Purposes of the Activity:

To provide participants with an opportunity to evaluate the activities included in this session

To provide participants with a general summary of the session

Materials Needed:

For participant use:

Workshop Evaluation Sheet (in Participant Workbook)

For facilitator use: None

Facilitator Preparation Required:

The facilitator(s) should:

Thoroughly review this section of the outline and all participant materials

Review suggested comments and adapt them to accommodate unique group needs and facilitator style

PROCEDURE

A. Workshop Evaluation (5 minutes)

The workshop evaluation may be introduced with comments such as the following:

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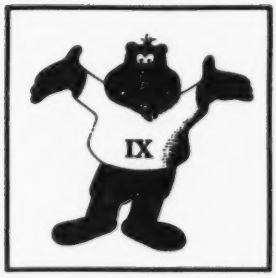
"We would like each of you to find the Workshop Evaluation Sheet in your Participant Workbooks. You will note that the questions provided in this evaluation are designed to help us determine the effectiveness of the workshop, its objectives and activities. Please complete the evaluation sheet at this time."

The facilitators should allow the participants a few minutes to complete the evaluation sheets. After participants have completed the evaluation, the sheets should be collected and any questions that are raised should be answered.



B. Summary and Closing Comments (5 minutes)

After collecting the evaluation sheets, the facilitator will close the session by briefly summarizing the session. These comments may be appropriate:

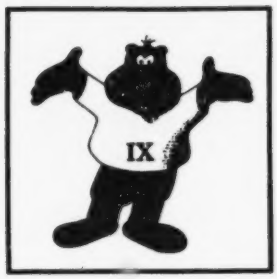
"We have attempted to assist each of you in:

gaining a thorough knowledge of Title IX and its requirements as it relates to physical education and selected areas of ancillary concern

increasing your knowledge of an organized change process which may be utilized in the implementation of Title IX and the attaining of sex equity

learning the skills of analysis and action planning for each of the major areas of concern

actually applying this knowledge, skill, and process to physical activity concerns--the local school site, the district school office, the community at large, and the state/region/nation



"In each of the objectives I've just mentioned, we have attempted to do four things:

"First, increase your awareness regarding the law and its requirements; sex discrimination--the whys, hows, and wheres we see as evidence of its existence in physical activity programs; change and the need for going about it in a systematic fashion; and finally, the application of a workable change process which allows schools to explore alternatives and then plan for positive action steps.

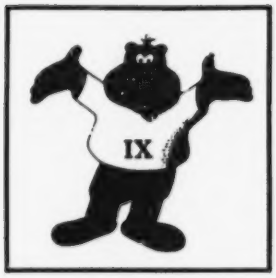
"Second, the attitudes we bring to Title IX implementation programs and the examples we provide for others are critical elements in the success or failure of sex equity efforts. It is our responsibility to help interpret the need for equity to others and to design 'PR' strategies which can result in a higher level of sex equity.

"Third, consider and select from the range of available alternatives the minimal and optimal avenues which may be pursued. Our goal must be to establish the design for 'What Will Be'.

"And, finally, we've identified action steps appropriate to each of our concern areas so we could CHARGE...forward to the attainment of sex equity..forward to better programs for students...forward toward better communication skills with ourselves, our colleagues, and our 'publics'... forward toward making the realities optimal. Now the methods are known, the necessary steps for implementation outlined, the responsible persons identified, and the due dates set...we should be ready to TAKE ACTION.

"As you carry out these implementation strategies it is important for you to remember these major points:

> Title IX implementation provides an opportunity to improve all educational programming. The skills developed here can assist you in making meaningful changes in any or all facets of physical activity programming.
>
> Title IX implementation is a part of the total program of increasing educational equity for all students. The activities suggested for achieving



sex equity in physical activity programming should be adapted and utilized for achieving all equity... in regard to race, culture, class and physical capability as well as the area of sex equity. The ultimate goal of equity efforts is to ensure that all students are provided with physical and mental experiences which will prepare them for equal participation in our society and for maximizing the development of their potential.

The achievement of sex equity is best accomplished through the positive individual and group efforts which establish exemplary modeling. Each of you is a visible and potential leader within your school system and community and your response to Title IX issues and other equity concerns is an important factor in the quality of education provided in your system. We hope that each of you will be a positive force for ensuring that the needs and rights of all students are a consistent concern in your program and your school, and that you systematically act to ensure that the total organization and individual staff members perform in ways which are consistent with this concern for equity.

"I will close with this adaptation of a quote from Carl R. Rogers, the eminent psychologist/counselor/educator:

> 'The only person who is educated is the person who has learned how to learn; the person who has learned how to adapt and change; the person who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security.'

"We have been learning how to learn...how to adapt and how to change...good luck in your efforts to implement Title IX and achieve sex equity in your schools."

APPENDICES

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APPENDIX A

Requirements of the Law
Title IX and Physical Education

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§86.34 ACCESS TO COURSE OFFERINGS	• "GIRLS' PHYSICAL EDUCATION" and "BOYS' PHYSICAL EDUCATION" will become "STUDENT PHYSICAL EDUCATION." Elementary grades (K-6) by July 21, 1976. Secondary grades (7-12) as soon as possible but no later than July 21, 1978.*	• Review course descriptions. • Eliminate sex-designated course titles and requirements • Create or update the coeducational program for all students.
	• Physical education units of instruction required for one sex must be required for everyone.	• Establish uniform policy regarding course/unit requirements, class attendance.
	• Elective units must be scheduled on an open enrollment basis.	• Evaluate the outcomes of open access by noting class enrollment statistics (percent boys, percent girls).
	• Positive counseling regarding physical education opportunities must be in evidence.	• Establish or update counseling procedures so Title IX implications are taken into consideration. • Implement counseling processes with a positive tone and manner.
	• Grouping by ability is permitted as long as objective standards of individual performance related to the unit being studied are applied without regard to sex.	• Where course prerequisites exist, ensure that they do not have an adverse impact on members of one sex.
	*Reasons for not becoming coeducational at once must be substantiated and strategies to overcome obstacles carefully outlined in the district plan for Title IX compliance.	

Requirements of the Law
Title IX and Physical Education

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§86.34 cont. ACCESS TO COURSE OFFERINGS	• Students may be separated by sex for actual participation in contact sports such as wrestling, boxing, rugby, ice hockey, football, and basketball. Other sports may be classified as contact sports, but permission to so label must be obtained from the Office for Civil Rights (OCR) of HEW.	• Design units of instruction for contact sports which take into consideration the students' past exposures, interest, and current abilities. • Establish policy regarding contact sports in physical education. Will students be separated by sex for actual participation? (Separation is permitted only during actual game play or skills practice which involves bodily contact.) • Consider using contact sports unfamiliar to all students as the initial coeducation activities (example: korfball). • Consider the safety of students in contact sports, and take necessary preventive measures.
	• Evaluation outcomes may not adversely affect members of one sex. All measures of skill, knowledge, or progress must be nondiscriminatory. This may mean the maintaining of separate levels of expectation until the effect of past discriminations are overcome.	• Review past programs to ascertain whether or not evaluation procedures and program expectations were different for boys and girls. • Develop immediate, short range, and long range evaluation designs based on the existing needs and abilities of the students and the long range goals of the department.
	• Students may be separated for instruction which deals exclusively with human sexuality.	• Review school policy regarding instruction in human sexuality. Recommend the alternatives which could be used to fulfill the district policy and still be in compliance with Title IX (elementary).

Requirements of the Law
Title IX and Physical Education

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§86.33	• Students may be assigned one responsible adult for locker and shower room supervision and a physical education teacher for the class instructional phase.	• Work out the alternatives for supervisory duties and select the most feasible. • Orient students and the administration to the system.
	• Renovations or shared-time plans will have to be made if the facilities provided for one sex are not comparable to those provided for the other sex.	• Develop plans for needed locker room improvements or shared-time plans. Submit to the administration. • Make all necessary renovations by July 21, 1978 (secondary) or by July 21, 1976 (elementary).
§ 86.3 SELF-EVALUATION	• Philosophic tenets, programs, policies, and practices must be reviewed, analyzed for possible discriminations, and necessary changes planned and implemented so as to be in full compliance with the law as soon as possible and no later than July 21, 1976 (elementary, K-6) or July 21, 1978 (secondary, 7-12).	• Involve all staff if possible. • Provide inservice training for the staff so the law and the regulations can be understood, attitudes explicated and explored, and the process of review initiated. • Analyze the results of the institutional self-evaluation, consider alternatives and constraints, formulate plans for needed change, obtain authorization, communicate intentions, and implement the changes.
§ 86.36 DISPROPORTION IN ENROLLMENTS IN CLASSES	• Classes or units required of all students should be fairly equal in enrollment of both sexes. • Classes or units open as electives may or may not have equal representation of both sexes as enrollees.	• Review the results of compliance efforts. Analyze why classes are/are not proportionately integrated by representation of both sexes. • Review the counseling processes used to instruct students about physical education requirements, elective options, and departmental expectations.

Requirements of the Law
Title IX and Physical Education

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.36 cont. DISPROPORTION IN CLASSES	• Classes with 80% or more enrollment of one sex must be closely scrutinized to ensure that bias does not exist in the counseling of students into such classes. • Counseling procedures, prerequisite requirements, written course descriptions, and advertisements will be perused for all classes in general and for classes with disproportionate enrollments in specific. * Note: Since the results of the Bakke case, the OCR has issued statements that there are no definite quotas implied or inferred in the Title IX regulations. Nevertheless, classes with obviously skewed enrollments would be subject to close scrutiny if an investigation is conducted.	• Maintain statistics on class enrollment makeup. Analyze why the enrollments are as they are. • Make changes as necessary to overcome any discriminatory practice, policy, or process uncovered during the reviews. • Consider individual staff member's attitudes as possible positive or negative influences on class enrollment outcomes. Provide inservice training opportunities for increasing staff understanding and capability.

Requirements of the Law
Title IX and Physical Education - Ancillary Concerns

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.31 EDUCATION PROGRAMS AND ACTIVITIES Specific Prohibitions	• Student aides must be selected through use of nondiscriminatory criteria/process.	• Develop and apply criteria for student aide selection which is the same for males and females.
	• Treatment of students must be the same for both sexes	• Review policy regarding boy and girl athletes as related to physical education (during season, on game days, etc.).
		• Adopt uniform dress requirements. (Note: This regulation is still under consideration for revision. Apparently it will be permissible to have comparable but different dress standards. Case law has yet to be established. Districts may wish to say that students are required to wear clean, safe attire suitable for the activity being pursued. This will include: tennis shoes, socks, a change of clothes which is either a pair of shorts and a shirt or a one-piece suit suitable for activity. Personal safety is the responsibility of each student, and it is recommended that protective attire be worn as needed.)
	• Afterschool use of facilities by outside agencies must be nondiscriminatory on the basis of sex if the agency is provided significant assistance.	• Establish and apply criteria for afterschool use of facilities which will ensure nondiscrimination on the basis of sex.
		• Check periodically to see that the policy is, in reality, working.
	• Clubs which are an outgrowth of physical education instruction (synchronized swimming, modern dance, etc.), if provided, must be provided on a nondiscriminatory basis.	• Maintain records of the positive steps taken to attract and encourage members of both sexes to join and participate in the special activites.

Requirements of the Law
Title IX and Physical Education - Ancillary Concerns

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.40 MARITAL OR PARENTAL STATUS	• Students who are pregnant, have given birth to children, experienced false pregnancy, or who are recovering from terminating a pregnancy may not be excluded from any class or educational activity unless the student voluntarily requests to participate in a separate portion of a program or activity.	• Review pregnancy policy of the school/district. • Recommend any changes necessary in order to comply with Title IX and develop guidelines for participation in physical education programs. • Review special programs offered for pregnant students to ensure they include activities provided other students.
	• A physician's permission for participation may be required only if required of other students who have had temporary physical or emotional impairment.	• Review requirements for a physician's note for re-entry following any/all illnesses. • Consider requiring a physician's note for re-entry for all absences which have required the attention of a physician's services.
	• A consistent leave policy must be established which ensures that pregnancy is treated as any other temporary disability.	• Publish and publicize the leave policy for pregnant students as part of the regular leave announcements. • Review department/individual teacher's treatment of students returning from extended leave. Ensure that treatment of pregnant students or students returning after childbirth or termination of a pregnancy is the same as that expected of all students returning from a medical leave.
§ 86.51 EMPLOYMENT	• Recruitment, advertising, and the process(es) used for hiring must be free of sexual discrimination.	• Review district/school policy and process(es) for hiring. • Review job descriptions and eliminate sex stereotyping requirements/statements.
	• Decisions regarding upgrading, tenure, fringe benefits, leave policy, demotion, layoff, and rehiring must be free from sex discrimination.	• Review the policy(ies) related to these issues and the overall effect of their implementation since 1972.

Requirements of the Law
Title IX and Physical Education - Ancillary Concerns

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.51 cont. EMPLOYMENT		• Correct past discriminations in employment when possible and establish policy/procedure to ensure nondiscriminatory implementation/policy in the future. • Check to see that members of one sex are not adversely affected by employment policies in teaching or administrative roles.
	• No district may enter into a collective bargaining agreement which prescribes or results in discriminatory outcomes on the basis of sex.	• Review collective bargaining sections related to teacher rights and behavior.
	• Selection of teachers to receive financial aid in order to attend professional meetings and conferences, receive leaves of absence for sabbaticals, or to pursue additional training must be free from sex discrimination.	• Review policy(ies) and budget allocations related to leaves, conference selection, and reimbursement. • Publicize opportunities for district/school support for conferences, leaves, etc., equitably to all employees.
	• Social or recreational activities, if provided, must be free of sex discrimination.	• Review the patterns of traditional gatherings. • Eliminate one-sex school/agency-sponsored activities (men's golf tourney, women's auxiliary, etc.) or provide for members of both sexes (Scotch foursome tourney, etc.).
§ 86.61 SEX AS A BONA FIDE OCCUPATIONAL QUALIFICATION	• Any and all qualified candidates for employment must be considered on merit and on thorough application of nondiscriminatory criteria which do not reflect "alleged comparative employment characteristics or stereotyped characteristics of one or the other sex" or "preference based on sex of the recipient, employees, students, or other persons."	• Review the hiring policy(ies) and procedures used by the district/school and eliminate discriminatory criteria and processes. • Check to see that the overall staffing patterns reflect an affirmative action orientation.

Requirements of the Law
Title IX and Physical Education - Ancillary Concerns

PERTINENT SECTION OF THE REGULATIONS	EFFECT(S)	POSSIBLE ACTION STEPS INDICATED
§ 86.61 cont. SEX AS A BONA - FIDE OCCUPATIONAL QUALIFICATION	• Persons hired for locker room attendants or for supervision and maintenance of toilet facilities used only by members of one sex may be hired with sex as a bona fide occupational qualification.	• Realize that it is permissible to hire male locker/bath attendants for the boys' locker room duties and females for the girls' locker/bath areas.

APPENDIX

B

SAMPLE QUESTIONS AND ANSWERS RELATED TO TITLE IX: IMPLEMENTATION IN PHYSICAL EDUCATION*

1. What about sex segregation in physical education? When is it permitted and when is it mandatory?

   Physical education courses must be conducted coeducationally for females and males. Students may be separated by sex under two conditions:

   1) when they are participating in contact sports (86.34(c))

   2) when grouping students by ability results in groups which are composed predominantly of either females or males (86.34(c))

   Sex separation during contact sports is not mandatory; if it is used, it should be used only during participation in contact activities. If students are to be grouped by ability, ability must be assessed by objective standards for each major activity unit.

2. May boys and girls be separated within physical education classes for special interest activities such as modern dance for girls and weightlifting for boys?

   Schools may permit students to select physical education courses or activities on the basis of their interest; all options must, however, be open to boys and girls according to the same criteria (86.34).

3. Do we have to have boys and girls in the same physical education classes if we offer the same classes with the same content on a segregated basis?

   The Title IX regulation specifically prohibits segregated classes in physical education (86.34).

4. All my life I have taught in a women's (girl's) department and I was hired to teach girls. I like my students to be attentive; I maintain good discipline. Male students will be a disruptive influence and I am not going to change at this stage.

   or

   I'm used to teaching boys (men); I don't have to give them a lot of instruction or baby them along. Boys just jump right in. Girls would lag behind.

* These questions and answers were prepared by Marjorie Blaufarb, and they are included in Title IX and Physical Education: A Compliance Overview, Washington D.C., Resource Center on Sex Roles in Education, 1977.

These questions reflect the traditional sex-stereotyped notion that "girls are docile and passive; boys are active and energetic". In fact, both boys and girls (women and men) display a full range of human characteristics, in general, and reactions to physical activity, in particular. Different teaching styles will be effective with different students; the most salient differences are probably individual, not sexual. All teachers, male and female, will become more effective if they are able to adapt their teaching styles to different learning styles of students.

5. How can I avoid being accused of making sexual advances if I am spotting in a gymnastics class and have to catch a falling student?

   Before beginning gymnastics instruction, it is advisable to explain to students the potential hazards in gymnastics, the need for care, and why spotting is necessary. This is another situation in which mixed-sex team teaching may be appropriate, or in which students may be trained to spot others of the same sex.

6. How can I teach wrestling holds to girls or women students? You just cannot have wrestling in a sex-integrated class.

   The Title IX regulations do not require heterosexual wrestling. If girls opt for a wrestling class, they may be separated within the gymnasium during class. They do not have to be on the same mat with boys. Sex-integrated wrestling classes might be well suited to a team teaching approach. Teaming a male and a female teacher in this situation eliminates the need for a teacher to demonstrate holds in ways that may embarrass her/him. An alternative solution might be to ask students of the same sex to demonstrate holds to the class, under the direction of the instructor (86.34(c)).

7. What about dress standards in sex-integrated physical education?

   Imposition of different dress standards for female and male students is in violation of Title IX

regulations. A policy may be established regarding requirements for appropriate and safe dress for physical education participation, but the policy must be applied equally to all students. If females are required to wear gym uniforms, then males must be required to wear them also. It is permissible, however, to require the use of different types of protective equipment by females and males, if such differences are justified by actual physical differences related to safety in the activities involved (86.31-a,5).

8. What about tort liability? What about accidents in a sex-integrated situation?

Teachers are responsible for the safety of all students. In every situation they must teach in a prudent fashion, bearing in mind the ability and skill of each student. In a sex-integrated class greater care may need to be taken in student grouping and pairing; it may be advisable to group students by weight, size and skill in contact and noncontact sports. Develop an awareness in all students of the need for care in playing so that others are not injured. Tort liability holds just as well when a 200-pound student injures an 80-pound student of the same sex in a football game or other contact activity.

9. Who will supervise the locker rooms?

The Title IX regulation makes no requirements regarding locker room supervision other than to provide that agencies and institutions may require supervision by staff of the same sex as that of the students using the facility. Locker room duty may be the responsibility of paraprofessionals; it may be declared a teaching situation; or it may be allocated in any other way appropriate to the local situation.

10. How are municipal recreation programs affected by Title IX?

Municipal recreation programs are affected by Title IX only to the extent that a school district significantly supports such programs. If you have traditionally allowed community groups to just use your facilities, either for a fee or without charge, that would not be

considered "significant assistance". However, anything beyond that, such as sending notes home with students, posting notices on the bulletin boards, announcements over the PA system, inputting staff time, etc. would be considered significant assistance, at which time all of the requirements of Title IX which would apply if the school were running such a program would apply to the municipal recreation program. If the city does not comply with the regulation, the school must dissociate itself from participation (86.31-b,7).

APPENDIX

C

SUGGESTED ANSWERS TO PHYSICAL EDUCATION CASE EXAMPLES

The following answers are provided for use with case examples. These answers respond to these questions:

> Does the case example demonstrate a violation of the Title IX regulation?
>
> If the case example does not demonstrate a violation of the Title IX regulation (sex-discrimination), would it be characterized as a sex-biased behavior?
>
> If either of the conditions exist (sex-discrimination or sex-bias), what are some of the appropriate corrective and remedial steps which may be taken?

Physical Education--Elementary Case Examples

Case 1. This situation is not in violation of the Title IX regulation, unless the physical education classes are being conducted on a sex-segregated basis. The existence of two different methods of instruction does not constitute non-compliance, but may clearly indicate a bias that could impact negatively on one sex or the other.

A suggested corrective action would be the development of a consistent philosophy and physical education program for fourth grade students. All students deserve similar instruction or individualized instruction which can meet the needs of each child.

Case 2. The remark that "dodge ball is too rough for girls" would indicate the presence of sex-bias, but it is unlikely that a Title IX violation has occurred, unless equipment has been assigned on the basis of gender. While this situation would probably be prohibited by the Title IX regulation, if the activities were part of the instructional program, the free play or recreational nature of recess would not prohibit sex-segregated activities.

Possible corrective steps would include having the staff ensure that sex-segregated play groupings were by choice and not by the exclusion of the other sex. In addition, staff should make

positive effects to counsel all students as to the availability of all activities and encourage play on the basis of individual interests. As students become more comfortable with mixed-sex groupings, it would be anticipated that such scenes would become less prevalent.

Case 3. This is an example of the school's sex-biased attitudes which result in a violation of the Title IX regulation. The provision of sex-segregated physical education is based on outdated stereotypic information that is contrary to fact.

The corrective action called for is the immediate integration of physical education classes at the K-6 grade levels. If this conversion is resisted by the schools, an internal grievance or complaint may be an appropriate method of urging the schools to comply with the Title IX regulation or a complaint may be filed with the Office of Civil Rights, Department of Health, Education, and Welfare.

Case 4. This assignment of activity on the basis of sex would be a violation of the Title IX regulation. All students should be given the same opportunities to perform tasks. Grouping by sex for work details or going to and from lunch or the playground should be avoided.

Corrective steps might include development of policy guidelines, inservice training for staff, and individual consultation with instructional staff.

Case 5. This assignment of activity on the basis of sex is a violation of the Title IX regulation. Classes in physical education must be conducted on a coeducational basis. Although soccer may be identified as a contact sport, students could be separated by sex for actual participation in the game or contact drills. Skills sessions not involving contact should be conducted on a coeducational basis.

Corrective steps would be the development of policy guidelines, distribution of such guidelines to staff, and inservice training for staff. Other corrective steps would include developing a physical education program which would provide movement activities and field sports for all students.

Case 6. The segregation of male and female students during physical education classes would be a violation of Title IX. Although the needs and abilities of one outstanding female student have been recognized and accommodated, other students are being discriminated against by such behavior. Title IX does not dictate curriculum, but does encourage programs that best serve the needs, interests, and abilities of all students.

This situation should be corrected by providing coeducational physical education immediately.

Physical Education--Secondary Case Examples

Case 1. Grouping by ability is permissible under the Title IX regulation. Ability groups should be determined by objective, activity-related criteria. However, if there are sufficient numbers of students (females and/or males) that cannot meet the criteria for inclusion in the class, but have interest, an option should be provided for them.

Case 2. This is not only permitted by the Title IX regulation, but it is also highly desirable, especially during the adjustment period from 1975 to July 1978. Caution should be taken, however, that this team teaching approach does not result in the boys being instructed by the male instructor and vice versa for the girls.

Case 3. If it has been found that identical evaluation standards for females and males in this area results in all/most of the females getting lower grades, then the differential standards are appropriate and permitted under Title IX regulation. It may be more desirable to allow any student

who cannot execute a pull-up to do the alternative bent arm hang.

Case 4. This scheduling option would be a violation of the Title IX regulation. The situation reflects the age-old stereotype which believes that all boys are more robust than all girls and must, therefore, have more space.

Corrective steps would call for cooperative use of both gyms with alternate scheduling of facilities for female and male classes.

Case 5. The Title IX regulation allows until July 21, 1978 for the phasing in of coeducational physical education at the secondary level. There is, however, a certain sex role bias shown in the selection of the required activities for the freshman students.

Corrective steps would call for developing a greater variety of activities for males and females and conducting some activities on a coeducational basis.

Case 6. This sex-segregated course would be in violation of the Title IX regulation. Courses cannot be designated on the basis of sex. A more appropriate option might be to offer a novice weight training course and make it open to boys and girls. If an all-female class were to result from an open elective process, there would be no violation of the Title IX regulation.

Case 7. This may or may not be a case of negligence, but it does appear to be a violation of the Title IX regulation. The class is being conducted on a coed basis and grouped by ability. It would be the teacher's individual responsibility to ensure that the activities in which the students engage are suitable for their skills.

Case 8 Requiring a female student from termination of a pregnancy to make up work and not requiring a male student who has been ill to make up work would be violation of the Title IX regulation. Corrective actions would require equal treatment of students who have been absent for any medical disability.

Case 9 This may or may not be a Title IX violation. If the employment procedure was carried out in a nondiscriminatory fashion, no Title IX violation occurred.

The ultimate consideration is that of outcome. Did the selection of a male physical education teacher, who can assist with football coaching responsibilities, diminish services for females or substantially change the assignments of female teachers? If the effect of the action was to change services for females, it would be a violation of the regulation.

Case 10 The practice of unofficially designating boys with an "x" and girls with a "y" as a means of providing for more equal distribution of females and males in classes would not be a violation of the Title IX regulation as long as program offerings were not discriminatory.

APPENDIX

D

"AN EQUAL CHANCE THROUGH TITLE IX" AN ANALYSIS

(Note: The following are just some of the assumptions made by the film. The answers can help facilitate the discussion.)

1. What assumptions seemed to be made about students in the film? (e.g., kids naturally enjoy physical activity)

   All students deserve the opportunity to reach their full potential.

   Movement competence is essential to later physical development.

   Sports are appropriate for some and inappropriate for others (sex-linked).

   Competition teaches social lessons.

   Vigorous activity is needed for fitness.

   The demands of daily life make little distinction between men and women.

   Competitive athletics is for physically gifted students of both sexes.

2. What assumptions seemed to be made about physical activity programs in the film? (e.g. physical education programs are very important to the development of self-image)

   Many programs will have to change.

   Sound programming can be run on a sex-integrated basis.

   Sports require complex physical skills.

   Team teaching is desirable.

   Curriculum is not mandated in the law.

   Curriculum development is the right and the responsibility of the school.

   Lifetime fitness is a worthy goal.

   Everyone needs a healthy body.

3. What assumptions did you see being made about similarities of male and female students in the film?

   In primary school, boys and girls have traditionally been treated equally.

   Females and males can learn physical competence together.

   The range of ability is similar in males and females.

   Both females and males can learn to be good competitors.

   Both males and females desire to be physically fit.

4. What assumptions did you see being made about differences between male and female students in the film?

   Early in school boys and girls are assumed to have different interests and talents in school.

   Boys are active; girls are passive.

*American Alliance for Health, Physical Education and Recreation (AAHPER), 1201 Sixteenth Street, Washington, D.C. 20036

1980-1982 EDUCATIONAL PRIORITIES

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COLORADO STATE BOARD OF EDUCATION

ACCOUNTABILITY AND ACCREDITATION

Assist local school districts with the implementation of accountability and accreditation programs, emphasizing educational excellence and high standards for all students.

EQUAL EDUCATIONAL OPPORTUNITY

Assist and support unique efforts of each school district to provide an equal and relevant educational opportunity for all students including the skills which lead to self-esteem and self-realization. Furthermore, to encourage districts to develop student policies and programs which emphasize respect for one's self and others.

EFFICIENCY AND EFFECTIVENESS

Assist school districts in their efforts to operate efficiently and effectively and, in particular, to find solutions to the problems presented by inflationary increases, rising fuel costs, declining enrollments, and increasing paperwork and data demands.

EDUCATIONAL LEADERSHIP

Support interagency agreements, legislation, and policies beneficial to K-12 education in Colorado. To be aware of developments in the new U.S. Department of Education to ensure respect for state and local control with accountability. To provide opportunities for all citizens to address educational problems and contribute to their solutions.

TEACHER EDUCATION

Assist the 15 teacher education programs in their responsibility of providing high quality personnel for Colorado schools and encourage responsible teacher education programs leading to the professional growth of the teaching profession.

PARENT INVOLVEMENT

Assist school districts in increasing the involvement of parents by apprising them of their rights and responsibilities and ways in which they can support the education of their own children.

STATE LIBRARY DEVELOPMENT

Develop specific regional and statewide plans for implementation of recommendations coming from the recent Governor's Conference and White House Meeting on Libraries.

SCHOOL FOR THE DEAF AND THE BLIND

Follow through on the studies begun in 1980 to set the role and mission of the School for the Deaf and the Blind for the next five years. Continued emphasis should be given to programs for parents of deaf and/or blind children in Colorado.

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